



Trotts Hill Primary School

SEND Policy

Last review: Autumn 2025

To be reviewed: Autumn 2027

**Reviewed by: Inclusion Manager (SENCO)
Adopted by Governors.....**

TROTTS HILL PRIMARY SCHOOL AND NURSERY

Special Educational Needs and Disability (SEND) Policy

Introduction

Definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded 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.

School Ethos

Pupils are at the heart of this school and its strong ethos is based on the very good care and concern for the wellbeing and high achievement of each one, and a respect for the contribution made by all members of the school community. Everybody matters.

We aim to encourage and develop:

- A secure, safe and happy environment for children and their families within our school
- An atmosphere which values achievement, celebrates success and places importance on learning in all areas of the curriculum
- A school where children can reflect, question and work together to learn
- A sense of self-discipline, and regard for others within the school and the wider community
- A sense of pride in our school, and a sense of respect for everyone working in it

Every teacher is a teacher of every child including those with SEN. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act 2010.

The person responsible for overseeing the provision for children with SEN is Liz Evans-Headteacher (HT)

The person co-ordinating the day to day provision of education for pupils with SEND is Hannah Ward – Special Educational Needs Co-ordinator (SENCo).

The designated teachers responsible for Safeguarding are Liz Evans (Headteacher), Ruth Kramer (Deputy Headteacher) and Kerry Cook (Key Stage 2 Lead).

The designated teacher responsible for managing Children who are Looked After is Ruth Kramer (Deputy Headteacher).

The 'Teaching and Learning' committee report to the governing body on the provision for SEND.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 0-25 September 2014.

We aim to raise the aspirations and expectations of all pupils with SEND.

Objectives

Our school:

- Works within the guidance provided in the SEND Code of Practice 2014
- Identifies and provides for pupils who have SEND and additional needs
- Operates a 'whole pupil, whole school' approach to the management and provision of support for SEND
- Makes appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum
- Provides a focus on individual outcomes for children
- Works with parents which include supporting them in understanding SEND procedures and practices and providing regular feedback on their child's progress
- Provides support, advice and training for all staff working with SEND

Identification

The SEN Code of practice clearly states four broad areas of need:

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health
- Sensory/physical

The purpose of identification is to work out what action the school needs to take in order to meet the needs of the child; in practice children have needs which cut across all four areas.

We provide a graduated approach to SEN Support:

- High quality first teaching, differentiated for individual pupils who have or may have SEND in order to overcome all barriers to learning
- Termly pupil progress meetings to monitor achievement and progress including those at risk of underachievement
- Children at risk of underachievement are supported with specific targets that are recorded and monitored on our provision maps and intervention records
- For children identified with a higher level of need, specialist assessments can be made and appropriate outcomes for the child are identified in partnership with parents and any relevant outside agencies through SEN Support. Progress is monitored through a cycle of ASSESS – PLAN – DO – REVIEW.
- A child identified with significant needs may be assessed for an Education, Health and Care plan (EHC plan)

We foster an atmosphere where children are encouraged to contribute to their own learning. Pupils are encouraged to express their feelings and opinions about their specific needs. We provide a safe environment for them to do this.

Managing pupils needs

Through the school's assessment and monitoring cycle pupil progress is regularly addressed in consultation with class teachers, Inclusion Manager (SENCo), SLT, parents and pupils. In addition to pupil progress meetings class teachers, support staff, Inclusion Manager (SENCo) and HT meet to ensure provision reflects the current needs of each child.

The school records to support children with SEND include:

- Teachers' planning differentiated according to need
- Reasonable adjustments are indicated by 'RA' in teacher's planning
- Class provision maps
- Intervention forms, (planned by teacher and delivered by teacher and/or support staff. Reviewed half termly and termly depending on need of child or group of children)
- Pupil progress meeting records
- Personal Learning Plans (PLPs) formulated in consultation with parents and child (if age appropriate)

The ASSESS – PLAN - DO - REVIEW cycle is on-going to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. It enables class teachers and Inclusion Manager (SENCo) to accurately implement next steps for each pupil.

If a child has significant difficulties and a parent has concerns a Statutory Assessment can be applied for. This is usually requested by the school but can be requested by a parent. This

will occur when the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a request for an **Education, Health and Care Plan** will be taken at a progress review meeting. The application for an EHC plan will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Manager (SENCo)
- SLT
- Social Care
- Health Professionals
- Advisory Teachers

When beginning the Statutory Assessment Process it is vital that there is a strong partnership between school and parents.

Information will be gathered relating to the current provision provided, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC plan.

Further information about **EHC plans** can be found via:

<https://www.hertssendiass.org.uk/home.aspx>

or by emailing **Hertfordshire Special Educational Needs and Disabilities Information,**

Advice and Support Service at:

sendiass@hertfordshire.gov.uk

or by contacting the above service on:

01992 555847

Training and Resources

We aim to keep all staff up to date with training and developments in relation to the needs of pupils with SEND.

The Inclusion Manager (SENCo) attends relevant SEND courses and cascades information to staff.

The Headteacher and Inclusion Manager (SENCo) signpost SEND focused external training opportunities for staff.

The SLT with the Inclusion Manager (SENCo) ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

We are committed to whole school inclusion and will seek specialist SEND provision and training from SEND services where necessary.

Working in partnership with parents

Our school believes that a close working relationship with parents is vital in order to ensure;

- Early and accurate identification and assessment of SEND leading to appropriate intervention, provision and outcomes
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

We encourage an active partnership through an on-going dialogue with parents. We offer regular meetings to share the progress of children with SEND. Parents may receive formal and informal communication about their child as and when necessary, through phone calls, letters, meetings and annual reports.

Parents can access more information regarding SEND and what services the local authority have to offer by visiting the Hertfordshire Local Offer for SEND 0 – 25

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

Reviewing the Policy

The Headteacher, Inclusion Manager (SENCo) and SEND Governor will review this policy annually and consider any amendments in the light of the annual review findings. The SEND Governor will report the outcome of the review to the governing body.

The role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs and disabilities. The governing body is proactive in ensuring that provision for children with SEND is effective in supporting good progress and outcomes for the pupils. The 'Teaching and Learning' committee has an oversight of the school's provision for pupils with SEND and ensures that all governors are aware of SEND provision, including the deployment of funding, equipment and personnel.

Admission arrangements

Please refer to the information contained on our school website. The admission arrangement for all pupils is in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with EHC plans and those without.

Our Accessibility Plan is reviewed regularly to ensure it is in line with the SEN and Disability Act 2001 and complies with paragraph 3 of schedule 10 of the equality act 2010.

Dealing with complaints

Should there be a complaint about the school's SEND provision; the parent/guardian should speak to the class teacher in the first instance and/or the Inclusion Manager (SENCo). If not resolved, the matter should be discussed with the Headteacher. Please refer to our Complaints Policy.

Appendices

Information regarding our SEND Information Report for Special Educational Needs and Disability (SEND) can be found on our website at:

<https://www.trottshill.herts.sch.uk/sen/>

The Admission Policy and Accessibility Plan can also be found on our website.

Appendix 1 Equality Act 2010 Schedule 10.

Trotts Hill SEND Journey



Start

Parent/teacher identifies a difficulty that a child is experiencing. This may be raised during termly pupil progress meetings, Parent Consultation meetings or at another time.

Meeting with the class teacher and/or Inclusion Manager (SENCO) to discuss concerns.

Inclusion Manager will give suggestions and adjustments will be put in place. The Assess, Plan Do, Review cycle will begin to monitor progress and the impact of the support put in place. Child may be added to SEND register due to receiving SEND support. A Personal Learning Plan (PLP) may be drawn up in conjunction with the parents detailing Specific, Measureable, Achievable, Realistic and Time Specific (SMART) targets. These are usually shared at Parent Consultation Meetings or as and when appropriate. The Assess, Plan, Do, Review cycle will continue.

Child makes progress within the area of difficulty.

Progress is monitored at termly pupil progress meetings.

External agencies provide advice and support. Inclusion Manager ensures that this is put in place. Personal Learning Plans are updated with external advice. Progress and impact of SEND support is monitored as part of the Assess, Plan, Do, Review cycle.

Progress has not been made within the area of difficulty despite internal support put in place. This may indicate that further advice is required from external agencies. With parental consent, Inclusion Manager makes relevant referrals.

Child makes progress within area of difficulty as a result of external advice. No further advice is sought from external agencies. SEND support continues and child's progress is monitored through Personal Learning Plans.

Progress has not been made within the area of difficulty despite external advice and support put in place. This may indicate that further advice is required from other external agencies. With parental consent, Inclusion Manager makes relevant referrals.

Child makes progress within area(s) of difficulty as a result of external advice. No further advice is sought from external agencies. SEND support continues and child's progress is monitored through Personal Learning Plans.

Progress has not been made within the area(s) of difficulty despite external advice and support put in place. This may indicate that a statutory assessment for an Education, Health Care Plan may be required. Inclusion Manager and parents discuss whether the child would meet the criteria and the potential outcomes of this e.g. suitable alternative school placement.

AT ANY POINT:

Child makes enough progress for the gap to narrow significantly and no longer requires SEND support or a Personal Learning Plan. The child is taken off the SEND register.