



Northaw CE Primary School

SEND Policy

Date Approved: 8th September 2025

Review Date: September 2026

Policies are approved and ratified by the Full Governing Body and the approval of policies are recorded within the minutes of the meetings.



Loving for today,
Learning for tomorrow,
Forever in faith.

Our School vision is based on Christian scripture from the bible and underpins our commitment to ensure that every member of the school community is able to thrive and develop. All the policies of Northaw Church of England Primary School reflect the Christian vision, aims and values of the school.



Northaw CE Primary School
Loving for Today, Learning for Tomorrow,
Forever in Faith

SEND POLICY



All the policies of Northaw CE Primary School reflect the Christian Vision, aims, and values of the school.

We have considered the impact this policy may have on our children with SEND.

This policy has been equality impact assessed to ensure that it does not have an adverse effect on race, gender, age, or disability.

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors, and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018 last updated 2020) as set out in the [Data Protection Bill](#).

This policy applies to all personal data, regardless of whether it is in paper or electronic format.



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Special Needs and Disability (SEND) Policy

Introduction

Northaw CE Primary School is an inclusive school that welcomes and values the different experiences, cultures, talents, interests, capabilities, and strengths of each child.

It is our expectation, that every child will reach his or her maximum potential in a caring, supportive, and Christian environment of a Church of England Primary School that provides equal opportunities for all.

Northaw CE Primary School is committed to providing an appropriate and high-quality education to all children who attend. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Northaw CE Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies, and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. We pay attention to the provision for and the achievement of different groups of learners.

This policy sets out our approach to supporting children with special educational needs and disabilities (SEND) and is formally reviewed every year. Additional detailed information about our current provision for children with SEND is available in our SEND information report which is updated annually. This is available here: www.northawschool.org

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of practice 0-25. It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013; Northaw CE Primary School Equality Scheme and Action Plan
- SEND Code of practice 0-25
- Statutory Guidance on supporting pupils at school with medical conditions (last updated August 2017).
- Safeguarding and Child Protection Policy.
- Accessibility Plan.
- The National Curriculum in England Key Stage 1 and 2 framework Document October 2013 (last updated July 2014)

Teachers' Standards (Last updated 2022)

The policy was created by the Northaw CE Primary School Inclusion Coordinator (SENCO) in consultation with the staff and Governing Body.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has 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 a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than most 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.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

The 2015 SEND Code of Practice (last updated October 2023):

- where children have additional needs the school's provision will be additional to or different from that which is offered to all children through the school's curriculum i.e., 'reasonable adjustments.
- where children have significant additional needs, an Education, Health and Care plan (EHCP) may be requested and can be used to support children from birth-25 years.
- outcome-based plans will be in place to support children with SEND.
- children's progress will be monitored closely, and their progress tracked each term;
- children who receive 'Special Educational Needs Support' are also tracked by the SENCO;
- there are four broad categories of SEN:
 - Communication and interaction
 - Cognition and learning
 - Social, Emotional, and mental health
 - Physical and sensory.

- we aim to work closely with parents, carers, and children to ensure that they are fully involved at every stage of planning and reviewing the SEN provision tailored to meet the needs of the child;
- all children benefit from ‘Quality First Teaching’; this means that all teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement focussed interventions to target specific skills, such as speech and language, additional support in the core skills of reading, writing, and maths, counselling and mentoring, and when necessary social skills programmes of support.

Principles of the SEND Policy: -

Four principles are essential to developing a Special Needs Policy and providing an inclusive curriculum:

[a] setting suitable learning challenges - allowing every pupil to experience success in learning and to achieve as high a standard as possible.

[b] responding to pupils’ diverse learning needs – planning approaches to teaching and learning so that all pupils can take part in lessons fully and effectively;

[c] overcoming potential barriers to learning and assessing the progress of individuals and groups of children - ensuring that curriculum planning and assessment highlight the type and extent of difficulty experienced by the pupil, so that support can be given.

[d] having policies and procedures in place to ensure that all children, whatever their needs, are safe in school.

Our objectives are:

At Northaw CE Primary School we aim to provide a safe, happy, and well-ordered community in which children can be valued as individuals. We seek to provide an atmosphere in school where parents, staff, governors, and children can work safely together in a spirit of cooperation. This will be achieved by: -

1. Ensuring the relevant guidance in the SEND Code of Practice 2015, (Last updated 2023) and legislation are implemented effectively across the school.
2. Ensuring equality of opportunity for and eliminating prejudice and discrimination against, children with special educational needs. to ensure equality of opportunity and access to the curriculum for all children.
3. Continually monitoring the progress of all pupils, identifying needs as they arise, and providing support as early as possible.
4. Providing full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate. (*Except where disapplication, arising from an EHC plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
5. Providing specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND at SEND Support.

6. Ensuring that pupils with SEND are perceived positively by all members of the school community and that SEND, and inclusive provision is positively valued and accessed by staff and parents/carers.
7. Meeting individual needs within a safe climate of warmth and support in which self-confidence and self-esteem can grow and every child experiences success in their learning and achieves the highest possible standard.
8. Ensuring that parents are involved in the decision-making process in supporting their child's education and feel able to support their children at home.
9. Developing skills in identifying children with specific learning difficulties at the earliest opportunity so that barriers to learning can be removed using suitable programmes of work.
10. Continuing to maintain a programme of support and referral to outside agencies that will enable the children to receive the help they need quickly and effectively.
11. Adopting positive and consistent strategies to help children with social and emotional difficulties whilst valuing and encouraging the contribution of all children to the life of the school.
12. Ensuring staff have access to appropriate training and advice to support quality teaching and learning for all children; this also means ensuring all staff are regularly trained in safeguarding procedures and aware of the potential safeguarding issues relating to vulnerable children such as those with limited speech or social difficulties.
13. Involving the children themselves in setting targets, teaching provision, and in any decision making that affects them; this also means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and by carefully monitoring the progress of all pupils at regular intervals.
14. Working with the Governing Body to enable them to fulfil their statutory monitoring role.
15. Keeping Staff and pupils safe within a COVID-19 secure school environment

Identifying children at SEND Support

In our school, children with SEN are identified by one of three assessment routes: **observation**, **provision** (including assessments) or **consultation** (either with parents and carers or professionals), which are part of the overall approach to monitoring progress of all children.

We recognise that children have a special educational need if they: -

- begin Northaw CE Primary with an Educational Health Care Plan;
- are in the process of being assessed for an Education Health Care Plan, when they begin our School;
- have been identified as having a special educational need in a previous school or early years setting;
- are experiencing emotional difficulties that impact their learning or behaviour within the school environment;
- are experiencing social difficulties that impact their learning or behaviour within the school environment;
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age;

- are experiencing academic difficulties which are not improving after access to high-quality teaching and targeted intervention.
- have a serious medical problem that has implications for the learning process;
- are identified as having learning difficulties by previous assessments such as the Early Years Foundation stage EYFS Profile assessment.

Class teachers are continually aware of children's learning. If they observe a child, as recommended by the Code of Practice 2023, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers.

To help identify children who may have special educational needs, Northaw CE Primary School will measure progress by referring to: -

- the child's performance monitored by the teacher as part of ongoing observation and assessment including using Engagement scales if appropriate;
- the outcomes from a variety of assessment appropriate to the child's needs;
- the child's performance against descriptors within the National Curriculum at the end of a key stage;
- standardised screening or assessment tools.

The progress of every child is monitored at half-termly pupil progress meetings. Where children are identified as not making progress despite Quality First Teaching, they are discussed with senior leaders including the SENCO and a plan of support is agreed.

Parents and carers sometimes ask us questions about their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching and/or some parental support. Otherwise, further discussions may take place and school interventions may be undertaken. Only after following the graduated approach below will a child be placed on the SEND register.

Although the school can identify special educational needs and make provision to meet those needs, we are not able to offer diagnoses. Parents and carers are advised to contact their GP if they think that their child requires a diagnosis, Northaw school will support them during this process.

A graduated approach: 'Every Teacher is a Teacher of SEN'.
Quality First Teaching: 'The baseline of learning for *all* pupils'.

1. Any child who is falling significantly outside of the range of 'expected' personal and academic achievement will be monitored carefully.
2. Once a child has been identified as *possibly* having SEND they will be closely observed and assessed by staff to gauge their level of learning and possible difficulties.

3. The class teacher will take steps to provide differentiated learning opportunities that will aid the child's personal and academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied. (School Support)
4. The SENCO will be consulted as needed for support and advice and may wish to observe the child in class.
5. If a concern is raised by a parent or teacher, this does not automatically place the child on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
6. Through the above actions, it can be determined which level of provision the child will need i.e., Individual Support Plan or further support.
7. It may be necessary at this stage to involve support from outside agencies who provide specialist support such as Educational Psychologists or Advisory Teachers. The school can access a service by completing a referral form.
8. If a child shows challenging behaviours, the class teacher will assess the child's needs, considering family circumstances and the child's known history. If the child's behaviour is felt to be a response to trauma or home-based experiences (e.g., bereavement or parental separation) we complete a Families First Assessment with the family and we support the child through that process. A Families First Assessment is also completed if there are complex issues requiring multi-disciplinary approach to assessing a child's needs.
9. If parents/carers and school are concerned that the child may have mental health needs, we encourage the parents/carers to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Service), or advice can be sought from other mental health services/charities.
10. If a child does not make the expected progress and has continuing high levels of support needs, it may be necessary to apply for an Education, Health and Care Plan (EHCP); parents/carers remain fully involved in this process.
11. Pupil progress meetings, professional discussions, and parent/carer evenings are used to monitor and assess the progress being made by all children. The frequency of these meetings is dependent on individual progress.
12. Parents/carers will be informed fully of every stage in their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.

Working with parents/carers and children

We aim to have good relationships with all our parents/carers. If a child is experiencing difficulties, parents/carers will be informed either during informal meetings or at parents'/carers' consultations. It should not come as a surprise to a parent/carer that their child is experiencing difficulties and is being identified as having SEND.

To find out more about the provision Northaw CE Primary School offers, please refer to our School Information Report, which is on our school website.

To find out more about the provision offered by the Local Authority, please telephone 0300 123 4043 or search <https://www.hertfordshire.gov.uk/microsites/local-offer>

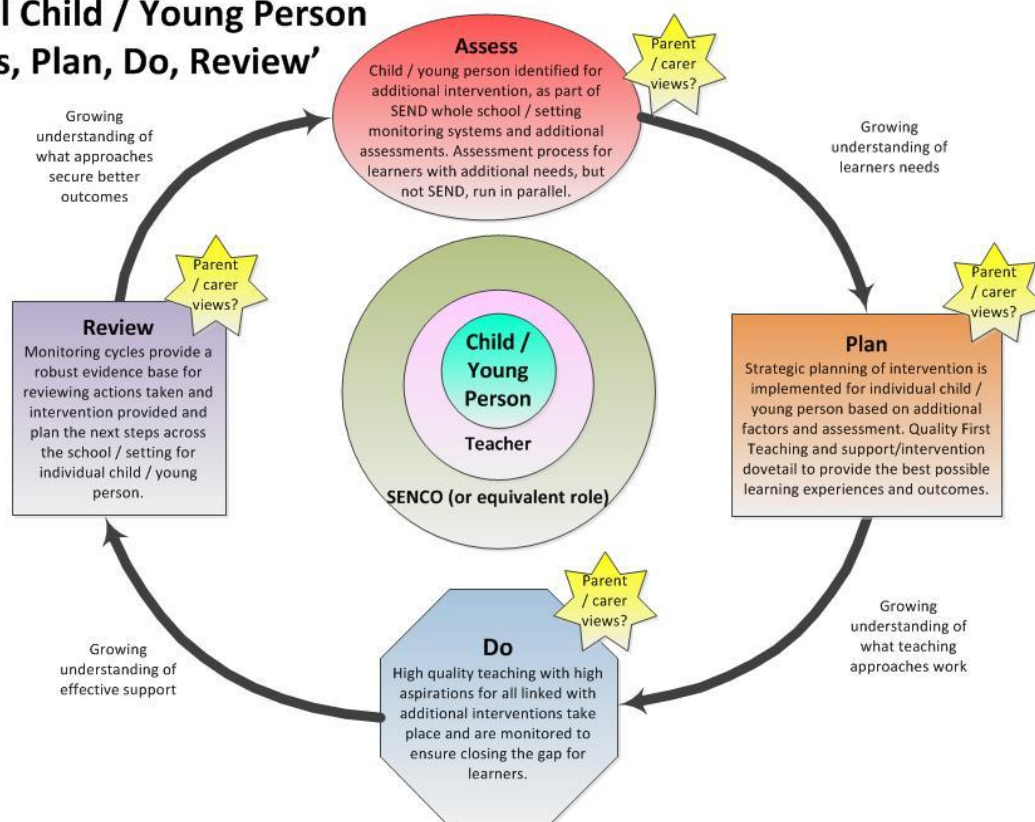
Once a child is identified as having SEND, the class teacher will meet regularly with the parents/carers to:

- discuss assessments (summative and formative) that have been completed;
- agree to a plan for their child's next steps for development;
- set a date to review the plan.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review,' required by the Code of Practice.

Individual Child / Young Person

'Assess, Plan, Do, Review'



Depending on their age and their interest, the child may be invited to attend all or part of the meeting. Records are kept of the meeting and copies are given to parents/carers. Parents/carers and children (where appropriate) are invited to attend a meeting each term to review the progress made, set new targets, and agree on provision for the next developmental steps.

The school's SEN Information Report is updated annually in line with Regulation 51, Part 3, section 69(3)(a) of the Act.

Individual Education Plans

Once a child had been identified as needing SEN Support the Individual Provision Plan will be drawn up through consultation with the child, their parents, and teacher(s), and the following paperwork is completed:

- a single-page plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard, and what helps them to achieve. This is completed with the child and parent/carer and acts as a guide to their class teacher and assistant teacher. This information may be updated during the year. All those working with the child, including support staff, will be informed of their individual

needs, the support that is being provided, any particular teaching strategies/approaches that are being employed, and the outcomes that are being sought.

- termly, at pupil progress meetings the child's needs are discussed and (SMART) targets are identified for the child to achieve in a planned time frame; these notes are written on pupil progress records;



- a personalised provision such as mentoring and/or 1-1 or small group tuition is written on intervention records;
- the class teacher is responsible for evidencing the progress according to the outcomes described in the plan and is responsible for monitoring the child's progress on a termly basis;
- at the Individual Education Plan meeting with parents/carers and child, targets from the profile are discussed and reviewed and next steps are agreed and recorded; the views of parents and carers are taken into consideration when setting the desired outcomes for the child;
- if deemed appropriate to the child's needs and with agreement from parents, we may request input from external support services such as Educational Psychology, Additional Needs Services, or Health Professionals such as Speech and Language Therapy, Family Support Workers, and Occupational Therapy;
- external support services will usually see the child in school if that is appropriate and practicable so that they can advise teachers on new support plans with fresh outcomes and accompanying strategies. Support from outside services is coordinated by the SENCO, either through a single agency referral or an Early Help Assessment Framework referral (See Early Help Assessment Guide). Parents and pupils (where appropriate) are actively involved in this referral process.
- we provide a bi-annual report on each child's progress; these can be discussed during the termly parent/carer sessions and/or IPP meetings;
- we endeavour to work closely with parents/ carers to avoid any conflicts. However, where there are disagreements that cannot be resolved by school staff parents/carers may receive support from Parent Partnership, SENDIAS, or the local Family Support Workers.

Moving to an Education, Health and Care Plan (EHCP)

If children do not make the expected progress, despite high-quality teaching, targeted support and differentiated activities, we may apply for the child to be assessed for an EHCP. Generally, we apply for the EHCP where the complexity of need or a lack of clarity

around the needs of the child are such that a multi-agency approach to assessing that need, planning provision, and identifying resources, is required.

The child may:

- be Looked After and therefore additionally vulnerable;
- have a disability that is lifelong, and which means that they will always need support to learn effectively;
- produce achievements that are so far below their peers that we think it is likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCPs. Having a diagnosis (e.g., of ASD) does not mean that a child needs an EHCP. A child with an EHCP does not automatically receive 1:1 support.

The application for an Education, Health and Care Plans will combine information from a variety of sources appropriate to the child's needs including some or all of the following: -

- Parents;
- Child;
- Teachers and Assistant Teachers;
- SENCO;
- Social Care;
- Health professionals;
- Educational Psychologist;
- other External Support Services.

If the application for an EHCP is successful, a member of the Local Authority SEN assessment team will call a meeting for parents/carers, the child, and the school together with any health or social care professionals who are involved with the family. The assessment meeting will record the child's strengths, dreams, and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

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 upon, it will be kept as part of the pupil'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.

Managing Children's needs on the SEN register

Once a child has been entered on the SEN Register, formal records are kept in individual files, arranged by year group, in the locked filing cabinet in the 'school office.

Records are accessible to all teachers and professionals in consultation with the SENCO. Current SEN Support Plans are kept in Teachers' Folders, on the school server, and in the

children's individual files. SEN Support Plans from previous terms are kept in children's individual files.

Class teachers of children with an EHC Plan have an up-to-date copy of the current Plan in their files.

The SENCO will be responsible for maintaining the SEND Register. This will be kept on the SIMs server and includes those children at SEN Support and who have an EHC Plan. Class teachers will be given an updated list of children at the start of each new year; however, children can be added to or taken off the register any time during the year, in consultation with the SENCO and with parents.

Provision mapping is a process that is used to identify, plan, and implement interventions specific to children's identified needs. These can be group or individual provision maps and detail the intervention, how often it is to take place, who leads the intervention and the outcomes achieved. These documents run both independently of, and alongside SEN Support Plans, for children and are monitored by the SENCO on at least a termly basis.

Safeguarding & Child Protection

At Northaw CE Primary School, we recognise that children with special educational needs are more vulnerable to abuse and exploitation and if abuse is recognised, we will follow the guidelines laid out in our Safeguarding and Child Protection Policy.

Supporting children with medical needs

Children in Northaw CE Primary School, who have medical needs will not be placed on the SEN register unless their condition is significant enough to affect learning achievement or the health and safety of themselves or others. Parents should inform class teachers of any medical conditions either by a letter, telephone call, or via a face-to-face meeting and the class teacher will then liaise with the SENCO so that a Care Plan can be written.

Everyone at Northaw CE Primary School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips, physical education, and enrichment activities. Some children with medical conditions may be disabled and where this is the case our school will comply with the duties under the Equality act 2010. Some children may also have special educational needs and may have an Education, Health, and Care plan which brings together health and social care needs, as well as their special education provision.

At Northaw CE Primary School, reasonable adjustments are made to include children with medical needs including the provision of auxiliary aids and services for disabled children to prevent them from being put at a substantial disadvantage.

Please refer to Northaw CE Primary School Policy on Supporting Children with Medical Conditions.

Teaching and Learning

At Northaw CE Primary School, we believe that all children learn best with the rest of their class through quality first teaching our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND are entitled to be taught by their teacher, not always by an assistant teacher. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional support to children, our focus is on outcomes, not hours; we aim to put in sufficient support to enable children to reach their challenging targets but without developing a learned dependence on an adult.

Our school has a range of interventions available which are listed with costs on a provision map. When considering an intervention, we look first at the child's profile of learning so that we can provide the input which is best matched to the current educational needs of the child.

At SEND Support children are deliberately challenged in the attempt to close the attainment gap. Interventions are often crucial in closing these gaps; they are monitored closely by the class teachers and the Head Teacher/SENCO.

Interventions are planned in sessions lasting no longer than half a term. The child's progress is assessed and recorded. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow for a period of consolidation in class.

Adaptations to the curriculum teaching and learning environment.

Although our school environment is disability friendly, the school site is built on a slope so there are many steps and slopes to negotiate. Adaptations to the physical environment will be made, as appropriate, to accommodate children with physical and sensory disabilities.

All our classrooms are inclusion friendly. We aim to teach in a way that will support children with dyslexia, dyspraxia, ASD, etc. this is good practice to support all children but is vital to those who need it. We will endeavour to help all our children to access the Early Years Foundation Stage Outcomes and the National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas may be adapted and made accessible by using a range of visual, tactile, and concrete resources including the use of IT.

Access to enrichment activities

All our children will have equal access to enrichment activities that develop engagement with the wider curriculum. Where necessary, we make adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs unless there are exceptional circumstances.

Admission arrangements

Please refer to our Admissions Policy and the information contained on our school website.

The admission arrangements for all children are in accordance with national legislation, including the Equality act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans, and those without.

Our school admissions arrangements can be found online at:
www.northawschool.org or by phone at calling 01707 652869

Transition Arrangements

At Northaw CE Primary School, we understand how difficult it is for some children as they move into a new class or a new school and we will do all that we can, according to the individual needs of the child, to make transitions between classes, including day-care/nursery- as smooth as possible. This may include:

- additional meetings for the parents/carers;
- additional visits to the classroom to identify the layout and location of facilities e.g., cloakroom, toilets.
- opportunities to take photographs of key people and places to make a 'transition' booklet.

Enhanced transition arrangements are tailored to meet individual needs. More detail surrounding provisions for transition can be found in our SEND Information report.

Transition to Secondary School

Transition reviews for year 6 children are held, where possible, in the summer term of Year 5 or the autumn term of Year 6. The secondary school SENCO is invited to review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel etc.

The Governing Body

The Governing Body works with the Head Teacher to determine appropriate staffing and funding arrangements for Special Educational Needs and disabilities. The appointed SEND governor works with the school in supporting the development of high-quality provision and evaluating the impact for pupils with SEND.

Evaluating success

To make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents, and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion, and through progress meetings with parents.

Pupil progress will be monitored on a half-termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated and monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents, and governors. This helps to identify whether the provision is effective.

This policy will be monitored yearly and updated as new legislation needs to be incorporated. Staff will regularly receive opportunities to discuss and evaluate the management of the procedures and protocols within the school.

The success of the policy can be evaluated through.

- monitoring classroom practice by Head Teacher/SENCO/Class Teacher;
- analysis of teacher assessment data;
- value-added data for pupils on SEND register.
- monitoring of practices and procedures by SEND governor;
- school self-evaluation;
- involvement of parents/carers/children at all stages;
- using review procedures to evaluate the effectiveness of IPPs.

Data Protection

We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census is also required to produce the national SEN information report. Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the child's parents or the child, except for specified purposes or in the interests of the child. See our Data Protection Policy for more information.



Appendix 1

Key Responsibilities



Hertfordshire's Local Offer

The purpose of the local offer is to enable parents, carers and young people to see more clearly the services which are available in their area and how to access them. It describes the services and provision that are available both to those families in Hertfordshire that have an Education, Health, and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary, and community sectors. It includes provision from birth to twenty-five, across education, health, and social care. Hertfordshire's Local Offer is found at: <https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

School Offer

To find out more about the provision Northaw CE Primary School offers, please refer to our Information Report, which can be found on our school website: www.northawschool.org

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of the children with SEND following the requirements in the Code of Practice. The Governor with responsibility for SEND meets with the SENCO at least termly to discuss actions taken by the school.

Head Teacher

The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. They will keep the governing body fully informed about the provision for children with special educational needs. They will work closely with the School's SENCO. They will ensure that all staff are aware and suitably trained concerning the issues related to the safeguarding of vulnerable children, including those with special educational needs.

The Special Educational Needs Coordinator (SENCO) and Inclusion Lead

The SENCO maintains overall responsibility for children with SEND. They have an important role to play in determining the strategic development of SEND policy and provision in the

school. The SENCO provides professional guidance to colleagues who will work closely with all staff, parents and carers, children, and outside agencies/providers.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school whilst complying with the school's SEND policy;
- have responsibility for the co-ordinating of provision, (using a provision map) for pupils with special educational needs, particularly through SEND support.
- coordinating provision for children with SEND.
- liaising with relevant staff where a Pupil Premium or Looked After Child may have SEND.
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively;
- liaising with parents and carers;
- 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 for external agencies, especially the Local Authority (LA) and LA support services such as Advisory Teachers;
- liaising with potential 'next step' providers of education to ensure that the parents and carers and children are informed of their options for a smooth secondary transition;
- advising and support other practitioners in the setting through practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- ensuring that appropriate Individual Provision Plans and Education Health Care Plans are in place;
- ensuring that relevant information about individual children with special educational needs is regularly collected, recorded, and updated;
- co-ordinating Annual Reviews for children with EHC plans and termly reviews for children at SEND Support;
- raising staff awareness and expertise of SEND issues through INSET and CPD opportunities.
- ensuring that there are adequate transition arrangements for children with specific needs within the school and between different schools and settings.

Class Teacher

Teachers are responsible and accountable for the progress and development of all children in their class, even when children access support from teaching assistants or specialist staff.

Where a child is not making expected progress, teachers should collaborate with the SENCO and parents/carers on problem-solving, planning support, and teaching strategies.

The task of identifying and providing support for each child's need is central to the teacher's role. S/he will:

- gather information about the child and make initial assessments to identify the specific area of need and then discuss these concerns with the SENCO,
- consult with the parents/carers and the child at all stages;
- draw up and implement an Individual Support Plan (ISP) in consultation with the SENCO, giving due regard to the opinions and insights of the parents/carers;
- use a range of strategies to provide extra support including differentiation in the way that information is presented, by breaking tasks down into smaller steps, using more concrete apparatus or visual resources to aid concept development, planning for peer support, use of technology, and the targeted use of extra adults;
- ensure the IPP targets receive sufficient teaching time and resources for the child to be able to achieve them;
- follow up recommendations suggested by the Speech and Language Therapist, Educational Psychologist, or other agencies;
- make the child aware of their targets and help them to take some responsibility for achieving them; this may include helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.
- review the progress of children, set new SMART targets on the IPP in consultation with the parents/carer's children;
- with the support of assistant teachers, be responsible for the day-to-day recording of information about any children in their care who are identified as having an SEND need in the SEND Folders. This should be done daily, if necessary. Any contact they have had with outside agencies, information from parents, or incidents in school that have caused concern should be recorded. These folders should be regularly updated by staff and will be monitored by the SENCO on a termly basis.

Non-teaching staff and assistant teachers

All staff members who meet a child with SEND are informed of the child's needs if they are expected to support the child as part of their role. They also need to be aware of the targets and areas of development the children are working towards on the IPP. Lunchtime supervisors who assist in supporting children are required to mention their observations to a class teacher or headteacher and record when appropriate.

Assistant Teachers work alongside the class teachers to support individuals and groups of children. As part of their work, some assistant teachers may be required to deliver specific programmes for which they receive training. They will complete intervention logs that are systematically reviewed on a half-termly basis.

Parents/carers

Partnerships with parents and carers play a key role in enabling children with SEND to achieve their potential. For parents and carers to be active partners, they must fulfil the following responsibilities:

- ensure that children attend school regularly, on time, and ready to learn;
- ensure that children are dressed in school uniform and have the correct equipment;
- attend the appropriate meetings with class teachers and/or the headteacher;
- behave responsibly to themselves and others by showing consideration, courtesy, respect, and tolerance for others.

Involving children/young people/pupils

At Northaw CE Primary School, we are committed to listening to the child's voice and involving children with SEND in decisions about their learning. Person-centred planning and thinking will be used to: -

- ensure the views, wishes, and feelings of children are at the forefront of all decisions;
- provide children with the information and support necessary to enable full participation in decision making;
- ensure that our work with children supports their development and helps them achieve the best possible educational and other outcomes and prepares them effectively for adulthood.

Complaints

The school operates in partnership with parents and carers to ensure a collaborative approach to meeting children's needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. In the first instance, parents should ask to speak to the class teacher about their concerns or contact the SENCO/Headteacher. Further information about how to make a complaint is held within the School's Complaints Policy. Details about this are available from the school office or on the school website.