




## Policy Document

<b>Policy Document</b>	
Subject	<b>Special Educational Needs &amp; Disabilities Policy</b>
Approval Date: October 2025	Review Date: October 2026
Signed by:	Written by: School
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Role:	INCo

# **Special Educational Needs and Disabilities Policy**

## **Purpose**

The Special Educational Needs and Disability Code of Practice (2015) states that 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 him or her... or if they have a significantly greater difficulty in learning than the majority of others of the same age'. or 'has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.

We at Ashwell Primary School believe that each pupil has individual and unique needs. All children can expect a fully inclusive education at our school, adapted to meet individual needs, where necessary.

Our support is based on Hertfordshire's **Ordinarily Available Provision**, which means we prioritise high-quality, inclusive teaching and carefully planned use of resources before involving external specialists.

Some children may need additional support during their time with us and a few children will need more precise individualised support. Ashwell Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and the National Curriculum.

In particular, we aim to:

- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- ensure that all pupils, whatever their Special Educational Needs or Disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them;
- identify, assess, record and regularly review pupils' progress and needs;
- involve parents/carers in planning and supporting at all stages of their children's development;
- work collaboratively with parents, other professionals and support services;
- ensure that the responsibility held by all staff and governors for SEND is implemented.

## **Relationship to Other Policies**

This policy links with the policies on Admissions, Data Protection, Health and Safety, Pupil Discipline, the Complaints Procedure and to Whistleblowing. The School Accessibility Plan is an integral part of this policy.

## **Equality Impact**

This policy will help to ensure that the school takes positive action to support vulnerable pupils.

## **Roles and responsibilities of Headteacher, other staff, governors**

Provision for children with Special Educational Needs is a matter for the school, as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class through quality first teaching, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's Special Educational Needs and for following the school's plan and procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The Headteacher has responsibility to:

- manage all aspects of the school's work, including provision for SEND pupils;
- keep the governing body informed about SEND issues;

The Inclusion Leader (INCO) has a responsibility to:

- oversee the day-to-day operation of this policy;
- ensure that an agreed, consistent approach is adopted;
- liaise with and advise other staff;
- help staff to identify pupils with SEND;
- carry out detailed assessments and observations of pupils with specific learning difficulties;
- co-ordinate the provision for pupils with SEND;
- support class teachers in devising strategies target setting appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom;
- liaise closely with parents of pupils with SEND;
- liaise with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- maintain the school's SEND list and records;
- assist in the monitoring and evaluation of progress of pupils with SEND;
- contribute to the in-service training of staff;
- In conjunction with the Headteacher, manage learning support staff/teaching assistants;
- liaise with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other;
- take part in local authority SEND moderation.

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately adapted curriculum through quality first teaching;
- ensuring that they access all available information and support to make effective educational provision for looked-after children and SEND pupils.
- Giving feedback to parents of pupils with SEND.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- use the school's procedures for supporting teacher assessments by giving feedback to teachers about pupils' responses to tasks and strategies.

The governing body will ensure that:

- SEND provision is an integral part of the School Improvement Plan;
- they have regard to the requirements of the SEND Code of Practice (2015) and review the policy in a year's time if significant changes are required.

- the progress and attainment of children with special educational needs and/or looked-after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND;
- they are fully informed about SEND issues;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision and provision is regularly monitored.

### **Arrangements for Complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the INCo. For a problem that might need time to be explored, parents/carers should make an appointment.

In the event of a formal complaint, parents are advised to contact the Headteacher. The LA Parent Partnership Service is available to offer advice.

### **Arrangements for Monitoring and Evaluation**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the INCo and subject leaders;
- analysis of pupil tracking data and test results for individual pupils and for cohorts;
- analysis of the impact of interventions and additional provision in place
- value-added data for pupils on the list of children with SEND.
- analysis of exclusions data;
- termly monitoring of procedures and practice by the SEND governor;
- the school's website, which contains the required information about the implementation and success of the SEND policy;
- the school's annual review of provision for children with SEND and looked-after children;
- the School Development Plan, which is used for planning and monitoring provision in the school;
- visits from LA personnel, HfL Advisors and Ofsted inspection arrangements;
- feedback from pupils, parents and staff, both formal and informal, following meetings to produce target setting (SEND children), evaluate impact and celebrate success.

The governing body will monitor and evaluate this policy by receiving analyses of progress and attainment of children with SEND (anonymised), by promoting surveys of pupils and parents, and by receiving feedback from external agencies about the school's practice.

Further detail about how we provide for pupils with SEND at Ashwell Primary School can be found in our SEND Information Report (see school website)