Special Educational Needs and Disability (SEND) Policy

Document last review date:	October 2026
Reviewed by:	Mrs H Gadhvi
Date agreed by Governing Body:	
Date of next review:	October 2027

Our school vision is based on Christian scripture from the bible and underpins our commitment to ensure that all members of our school community is able to thrive and develop.
At St. Giles' Church of England Primary School all our policies reflect the Christian vision, aims and values of the school.

CONTENTS

Contents

Page 3 –
Introduction
Key Principles for Pupils with SEND
Compliance with Legislation

Page 4 –
Definition of Special Educational Needs and Disability (SEND)

Page 5 –
Aims and Objectives
Inclusion

Page 6 –
Assessment, Identification and Provision

Page 8 –
Special Educational Needs & Disabilities Register
Monitoring and Evaluation
Supporting Children with Medical Needs

Page 9 –
Parent and Carer Partnership
External Professional Support
SEND Funding Arrangements

Page 10 –
SEND Funding Arrangements continued
Continuing Professional Development for Staff
Admissions Arrangements
Transition
Allocation of Resources

Page 11 –
The Role of the SENCo
Governor Oversight
Complaints
Policy Review and Evaluation

Appendix 1 –
SEND Process at St. Giles' C of E Primary School

Appendix 2 –
Early SEND Concerns

Appendix 3 –
Template for Individual Needs Profile and Learning Plans

Appendix 4 –
'This is Me' template

INTRODUCTION, KEY PRINCIPLES AND COMPLIANCE

Introduction

At St. Giles' C of E Primary School, we value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs.

We offer a broad and balanced curriculum and have high expectations for all children. Positive outcomes including the achievements, attitudes and well-being of all our children matter. The purpose of this policy is to help to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, sexuality or background.

Key Principles for Pupils with SEND

We believe that everyone has the right to succeed and they are entitlement to develop to their full potential. We value diversity as a rich source that can contribute to the learning of all pupils and staff.

St. Giles' is a school in which the teaching and learning, achievements, attitudes, well-being and the happiness of every individual matter.

Inclusion at St. Giles' is an on-going evolving process that goes across all aspects of school life.

It involves the identification of and aiming to minimise barriers to progress and participation that may be experienced by any pupil. We aim to utilise different resources to reduce these barriers to achievement.

Compliance with Legislation

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of practice 0-25, last updated April 2020. It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of practice 0-25 (last updated April 2020)
- Statutory Guidance on supporting pupils at school with medical conditions (last updated August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework Document October 2013 (last updated July 2014)
- Teachers' Standards (Last updated 2021)
- St. Giles C of E Primary School Safeguarding and Child Protection Policy
- St. Giles' C of E Primary School Accessibility Plan

DEFINITIONS

Definition of Special Educational Needs and Disability (SEND)

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.

Definition of Disability from the Equality Act 2010

Disability

(1) A person (P) has a disability if—

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

All children may have special needs at some time in their lives. Children have a learning difficulty if they demonstrate significantly greater difficulties in learning than the majority of their peers or they have a disability which means they are unable to access the same educational facilities that are provided for their peers.

AIMS & OBJECTIVES

Aims and Objectives
At St. Giles' we aim to create an environment that meets the need of each child and each child is reaching their potential.

We:
- ensure that children with a disability or special educational needs are identified, assessed and provided for
- ensure that provision is regularly reviewed and planned for
- make clear the expectations of all partners in the process
- identify the roles and responsibility of staff in providing for children's SEND
- enable all children to have full access to all elements of the school curriculum
- ensure that children are aware of this process and review their own progress where appropriate
- ensure that parents are actively and appropriately involved in the process
- work with external agencies to provide support if appropriate.

INCLUSION

Inclusion
We aim to give all our children the opportunity to succeed and reach their highest level of personal achievement. We analyse the attainment of different groups including those who are eligible for Pupil Premium funding, identified at-risk groups as well as pupils with SEND to ensure that all pupils are achieving as much as they can.

Teachers also make on-going assessments of each child's progress. Teachers use this information when planning their lessons and next steps. It enables them to consider and cater for all their children and adapt and scaffold work appropriately.

To achieve this, teachers encourage and ensure that all children:
- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- participate fully, regardless of disabilities or medical needs.

ASSESSMENT, IDENTIFICATION & PROVISION

Assessment and Identification of Needs

It is important to a child's development and progress that early identification of any potential special educational needs and/or disabilities are identified as early as possible. At St. Giles' we have a process in place to identify and support children from early on through to complex needs. See Appendix 1.

In the Early Years Foundation Stage (EYFS), our Reception children are assessed within the first six weeks of starting using the Reception Baseline Assessment. At the end of their final term in Reception, children are assessed on the Early Years profile and it is determined if they have Good Levels of Development (GLD) and have met the Early Learning Goals (ELG) or not yet.

Within the National Curriculum year groups (years 1-6), teachers regularly assess pupils and decide through professional judgement if pupils are working at age-related expectations (ARE), below ARE or are exceeding and therefore working on mastery and greater depth of those subjects.

In addition to this, all staff using on-going assessment throughout the school year to monitor progress of children and identify potential needs as early as possible

Any concerns are brought to the attention of the Special Educational Needs Co-ordinator (SENCo) and also parents/ carers. Class teachers contact parents/ carers at the earliest opportunity to discuss concerns and enlist their active help, support and participation. Class teachers and the SENCo assess and monitor the children's progress in line with existing school practices. This is an on-going practice and class staff meet termly with senior leaders to review progress of all pupils at a termly Pupil Progress Meeting.

If our school assessments show that a child is making limited or no progress, a range of strategies and resources are available within school. Where a concern about a child's wellbeing or progress is highlighted then the class teacher will complete an Early SEND Concerns form (Appendix 2). They will then meet with the SENCo to discuss these concerns and decide on next steps.

The SENCo and class teacher will look at teacher assessments, class provision and the Early SEND Concerns form and discuss what the teacher is already doing to support the child. The SENCo may undertake an observation/s of the child in class. This might be done several times in order to see the child at different times of the day and week and in different subjects (unless the concern is only in one subject). The SENCo might also suggest more focussed 'anxiety mapping' to try to identify potential triggers/ barriers. The class teacher, or if more appropriate the SENCo, will talk with parents/ carers.

The class teacher will note the strategies and interventions on the Class Provision Map which shows additional provision for individuals or small groups of pupils in their class where they are needing more support than the Quality First Teaching provision being given to the whole class. For a pupil who is identified as needing additional support then the information is added on.

If it is decided following the initial discussions that a pupil needs additional support on top of existing class provision, then agreed provision/ support will be noted on the Class Provision Map under SEND and an Individual Pupil Needs Profile and Learning Plan will be written if needed. These children will be recorded on the school SEN Register and parents consent obtained for this.

ASSESSMENT, IDENTIFICATION & PROVISION CONT'

Whilst it is envisaged that most additional support will be able to be implemented within the classroom setting and Quality First Teaching, there will be times when the SENCo or an external agency may advise that the child should be withdrawn from class for a short period of time for extra support and targeted intervention, either in a small group or 1-1. This is documented on the Class Provision maps.

The Class Provision maps are part of the Graduated Response model in the SEN Code of Practice and consists of a cycle of Assess, Plan, Do, Review (APDR). For pupils with an EHCP or receiving SEN Support, then the Individual Provision map forms part of their yearly Profile and Learning Plans document.

All teachers are teachers of pupils with SEND and as such their educational provision and curriculum progress is the responsibility of the class teacher. The SENCo is used to support teachers and school staff. Staff, pupils and parents work together as part of the APDR cycle. Parents are invited to attend regular reviews of their child's individual learning plan (this is at least termly) and are encouraged to support their child at home with working on some or all of the targets set.

Targets set on the individual learning plans will be SMART targets, using these principles:

S	Specific	Add detail and be clear. What will be done and why?
M	Measurable	This could to achieve the target on a given number of times in a week or day
A	Attainable/ achievable	Don't aim to achieve too much in the timeframe. Can appropriate resources be provided?
R	Relevant and realistic	Is it important? Does it meet longer term goals and objectives?
T	Time-bound	Be specific for how often and what the deadline for achievement is.

The Individual Learning Plans are reviewed every term or sooner if needed. Targets are reviewed and new ones set if appropriate or if targets have not been achieved, strategies or proposed outcomes are adjusted.

All pupils with SEN Support or an EHCP will have an Individual Needs Profile which is reviewed annually or more frequently if needed. This details how the pupil views themselves, what help they need and how adults in school can help them. These are written by the class teacher with pupil input (where the pupil is able to provide this), and parents. The SENCo will be involved if appropriate. Individual Needs Profiles and Learning plans are one document and shared with relevant staff. See Appendix 3 for copies.

In addition, pupils with an EHCP will be supported to annually complete the Hertfordshire SEND Team's 'This is Me' document ready for the Annual Review of their plan. See Appendix 4.

SEND REGISTER, MONITORING & EVALUATION, SUPPORTING MEDICAL NEEDS

Special Educational Needs & Disabilities Register

The SENCo maintains a Special Educational Needs & Disabilities register. This register lists the names and needs of the children on roll at St. Giles' who have an Educational, Health and Care Plan (EHCP) or are at SEN Support. If this is the case, then pupils have an Individual Needs Profiles and Learning Plans in place. We may hold a very small number of children at monitoring so SLT are aware of possible needs we are watching.

The register is held within the school's MIS, Arbor, and enables tracking and monitoring. We can use the information to help with the planning of additional school resources if needed. The register is reviewed termly before each Arbor census or if the needs of a child changes during a term. Each child's individual record on Arbor reflect if there is an EHCP or SEN Support. Paper copies, including those with original signatures, are stored in the SENCo office in a locked cupboard with restricted access. Electronic copies of some documents are kept on the secure school computer server so that staff can access relevant information they need in order to undertake their role.

Monitoring and Evaluation

Each class teacher is responsible for completing a termly Whole Class Provision map for the children in their class.
The SENCo will be involved with supporting teachers involved in formulating Individual Pupil Provision Maps and with the Assess-Plan-Do-Review cycle. Parents are invited to regular meetings to review Individual Pupil Provision and learning plans. This is at least termly.
Regular meetings are held between the SENCo and the Headteacher to review the work of the school in this area. The SENCo and the named governor with responsibility for special needs also aim to meet regularly throughout the school year.

Supporting Children with Medical Needs

Children 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/carers should inform the school of any medical conditions either by a letter, telephone call, or via a face-to-face meeting. The SENCo will then write an Individual Health Care Plan with the input of the parents and any advice that has been provided by medical professionals. See 'Supporting Pupils with Medical Conditions policy' for a template.

Individual Health Care plans will be accompanied by relevant training for staff where appropriate. Individual Health Care plans will be reviewed in accordance with the Supporting Pupils with Medical Conditions policy.

Everyone 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 who have special educational needs may also have health needs. These pupils may have an Education, Health, and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision. At St. Giles, 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.

PARENT PARTNERSHIP, EXTERNAL SUPPORT, FUNDING ARRANGEMENTS

Parent and Carer Partnership

The school aims to work closely with parents/ carers in support of the children with SEND, through an on-going dialogue with them. We aim to take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

For all pupils, we hold two parent/ carer consultations each year as well as providing a written report during the year.
In addition, for pupils with SEND the class teacher and/or SENCo aim to meet parents/ carers regularly throughout the year to keep them updated and informed about progress. This will include a termly review of the Individual Pupil Provision Maps and learning plans (which include the Assess, Plan, Do, Review cycle) are reviewed with parents/ carers and the pupil. We seek consent from and inform parents/ carers of any decision to involve external professional agencies, and we share the process of decision-making by providing clear information relating to the education of children with SEND.

External Professional Support

At St. Giles' we aspire to create positive working relationships with external agencies to ensure the progress of children with additional needs. Meetings are planned in advance and 'multi-disciplinary' work is carried out where possible.

When it is decided that seeking external professional advice and support is best for a child's individual needs, this is done in consultation with parents/ carers and consent is obtained. Referrals are then made to the appropriate agency.

Services the school has accessed include: Statutory 0-25 SEND team, Speech and Language Therapy, Specialist Advisory teachers and Inclusion Advisors for Early Years, SafeSpace counselling and HfL SEND Advisors.

The school is part of the Delivering Specialist Provision Locally (DSPL) 6 group and can access services it offers. More information about DSPL can be found at:
Home | Dspl6 (dsplarea6.org.uk)

The SENCo attends regular SENCo meetings for DSPL6 and also the termly HfL SEND briefings providing a national and local overview of SEND support.

SEND Funding Arrangements

If the school and parents believe that the child would benefit from extra intervention, the school can allocate funds from its delegated budget if it is needed. This would give the child support either within or outside of the classroom, to help them access the curriculum and to develop their areas for development in a range of ways.

In a very small percentage of children where the help given through the SEN delegated budget may not be sufficient to enable the child to make adequate progress, we may apply to the DSPL for Local High Needs Funding (LHNF) that has been available since January 2021. This process involves the school submitting detailed evidence demonstrating that its actions have been purposeful, relevant and sustained and that the child's needs would be considered 'exceptional' amongst peers within the local area. If successful additional funding might be allocated to

FUNDING ARRANGEMENTS CONT'

support identified specific learning needs. This is also in-part determined by the amount available within the DSPL.

Both school and parents can apply to Hertfordshire County Council for an Educational and Health Care Needs assessment (EHCNA). If they decide that the child's needs would best be met through an Educational, Health and Care Plan (EHCP) then one would be issued. From January 2021, EHCPs are banded according to a hierarchy of needs and are funded by the Local Authority according to evidenced need.

CPD, ADMISSIONS, TRANSITION, ALLOCATION OF RESOURCES

Continuing Professional Development (CPD) for Staff

The SENCo identifies any staff training needs and can suggest continuing Professional Development courses for staff to go on or can provide some 'in-house' training. The SENCo also leads staff meetings related to SEND when required for example, to provide SEND updates or provide information on strategies, updating provision maps etc. The SENCo can arrange for training from external agencies and professionals if needed.

Admission Arrangements

All places at St. Giles' School are allocated in accordance our Admission Policy which can be found at www.stgiles.herts.sch.uk

Transition

Some children with SEND may find the transitions within school more demanding then peers. For example, moving between a classroom and the hall or playground. For these children, any additional supports or adjustments needed will be documented on their Individual plan and shared with staff.

At transition points with other schools such as for secondary transfer or in-year admissions, where notice is given to St. Giles', the SENCo will liaise with the receiving school in order to plan a smooth prepared transition. This may involve social stories, additional visits to the school, staff from the new school meeting pupils whilst still at St. Giles', meetings between the SENCo, class teachers and relevant staff from the receiving school.

Allocation of Resources

The SENCo is responsible for the operational management of specified provision for special needs provision within the school, including the provision for children with EHCPs but does not oversee the financial spending related to EHCPs or the delegated budget.
The Headteacher informs the governing body of how the funding allocated to support SEND has been employed.

The SENCo works closely with the Senior Leadership Team, teachers and parents to plan an appropriate programme of intervention and support which may include physical equipment, adult support, printed materials.

ROLE OF THE SENCO, GOVERNORS, COMPLAINTS, POLICY REVIEW

The Role of the SENCo

At St. Giles' C of E Primary School the SENCo:

- is part-time (0.2/ 1 day a week total time)
- manages the day to day operation of this policy
- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues and contributes to the continuing professional development of all staff
- maintains the school's provision maps
- contributes to and manages the records of all children with SEND
- completes the documentation required by outside agencies and the Local Authority
- supports teachers, where necessary, in their links with parents
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- acts as a link with external agencies and other support agencies
- where pupils are transitioning to a different school (e.g. secondary transfer) the SENCo liaises with the receiving school and they work together where possible to ensure a smooth and planned transition for pupils with SEND
- monitors a range of resources, human and material, linked to children with different needs.

Governor Oversight

The Governing Body has identified a governor to have specific oversight of the school's inclusion provision, including the provision for children with SEND. The Governor ensures that all governors are aware of the school's provision; including funding, deployment of staff and resources.

Complaints

Any complaints about issues relating to inclusion, disability or special educational needs at St. Giles' should be made in accordance with the Complaints Policy.

Reviewing and Evaluating the SEND Policy

The SEND Policy is reviewed every year (DfE guidance) or earlier if necessary by the SENCo and then taken to the Senior Leadership Team (SLT). The reviewed policy is ratified by Governors and shared with Staff and published on the website.

For further information please see the Special Educational Needs and Disabilities section on our website or to speak with the SENCo please contact office@stgiles.herts.sch.uk or call 01707 642 170 to make an appointment.