Little Hadham
Primary School

SEND Policy

Agreed by the governing body March 2026
Review date March 2027

Aims and Ethos

We are a caring community whose core values are built on mutual trust and respect for all. We aim to work together as a community to ensure all our pupils have high aspirations, and all have 'life in all its fullness'. This is regardless of intellectual, physical or emotional ability.

At Little Hadham Primary School, we aim to create an inclusive yet challenging environment for all our children, including those with SEND. Every teacher is a teacher of SEND and provides high quality provision that encompasses a range of needs. This policy outlines how we endeavour to do this.

Our school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to 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, 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 and maintained.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The Accessibility Plan is an integral part of this policy.

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 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 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 for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- SEND provision is an integral part of the School Development Plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the revised SEND Code of Practice (2014)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **Special Educational Needs and Disabilities Co-ordinator** (SENCo) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, drawing up One Page Profiles (OPPs), setting targets 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 e.g.resources from the Herts Specific Learning Difficulties Advisory Service.
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process e.g. Education, Health and Care Plans, SEND Support Plans
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records, ensuring school's SEND Policy is uploaded on to school website and that the school's and local Core Offer is also online.
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, beginning/end of year tests and SATs
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that lunchtime staff are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other, as well as attending termly local Funding Cluster meetings, local SpLD Base network meetings and DSPL3 training opportunities.

Class Teachers are responsible for:

- including pupils with SEND in the classroom and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND

- reviewing and updating plans and giving feedback to parents of pupils with SEND e.g. Termly review of One Page Profile (OPP)/PSP/Care Plan review

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 giving feedback to teachers about pupils' responses to tasks and strategies.

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 the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the School's Complaints Policy, which follows County Guidelines.

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 SENDCO and Subject Leaders
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register
- termly/half termly pupil progress meetings for tracking pupil progress
- termly monitoring of procedures and practice by the SEND governor
- the prospectus, which contains the required information about the implementation and success of the SEND policy
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- the School Development Plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce EHC Plans, One Page Profiles (OPPs)/PSPs etc and targets, revise provision and celebrate success.
- annual review of core offer