

Redbourn Primary School



Special Educational Needs and Disabilities Policy

Date of Review:

March 2025

Next Review:

March 2026

Section	Title
SECTION 1	Contact Information and Roles and Responsibilities
SECTION 2	Aims and Objectives
SECTION 3	Identifying Special Educational Needs
SECTION 4	Managing Pupils Needs on the Inclusion Register
SECTION 5	Supporting Pupils and Families
SECTION 6	Supporting Pupils at School with Medical Condition
SECTION 7	Supporting a Child's Overall Wellbeing
SECTION 8	Monitoring and Evaluating of SEND
SECTION 9	Criteria for Exiting the SEN Register
SECTION 10	Training
SECTION 11	Managing and Sharing Information
SECTION 12	Reviewing the Policy
SECTION 13	Accessibility
SECTION 14	Dealing with Complaints
SECTION 15	Bullying
SECTION 16	Appendices

Redbourn Primary School values the abilities and achievements of all its pupils, and is committed to providing a broad and balanced curriculum for all children.

The Special Educational Needs and Disability (SEND) Policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014). The Code of Practice, 2014, refers to the four areas of need: Cognition and Learning, Social, Emotional and Mental Health needs, Communication and interaction, and Sensory or physical needs. (Please refer to p86 onwards in the Code of Practice). These four broad areas give a broad overview of the range of needs we might encounter in school, and what needs should be planned for. The purpose of identification is to work out what action the school needs to take, but not to fit a pupil in any one category. We identify the needs of pupils by considering the needs of the whole child which will include not just the SEND of the child.

This document has been written with reference to the guidance and documents found in section 16 and has been in consultation with a working party of parents, and the input of governors and teachers of the school.

SECTION 1: Contact Information and Roles and Responsibilities

Redbourn Primary School
Long Cutt
Redbourn
St Albans
admin@redbournprimary.co.uk
01582 792341

The roles of the staff at Redbourn Primary who are involved with children with SEND are:

- **SEND Governor** –Mrs Gilly Ennals
- **Headteacher-** Miss Emma Fenn
- **Deputy Head-** Mrs Louise McLellan
- **Assistant Head** – Mrs Tracey Couch
- **SENCo** - Mrs Jenny North
- **Designated Teacher for Safeguarding Responsibility-** Miss Emma Fenn, Mrs Louise McLellan, Mrs Tracey Couch, Mrs Jenny North, Mrs Amanda Bowran
- **Responsible for Pupil Premium Grant Lead (PPG)-** Mrs Tracey Couch
- **Behaviour Lead** - Mrs Tracey Couch

SECTION 2: Aims and Objectives

Aim:

At Redbourn Primary, our overall aim is to provide the opportunity for children to:

- Receive an education appropriate to their abilities
- Develop to their full potential both academically and socially
- Overcome their barriers to learning
- Gain an inclusive education which responds to the diversity of pupils and families in our locality

Objective:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014

3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy
5. To provide support and advice for all staff working with pupil with special educational needs

SECTION 3: Identifying Special Educational Needs

(Refer to School Information Report section1)

As stated in the SEND Code of Practice (July 2014) a pupil is deemed to have special educational needs if he/she has significantly greater difficulties in learning than the majority of their peers. These pupils’ learning difficulties or disabilities call for special educational provision, namely provision different from or additional to normal availability to pupils of the same age.

The school will provide a graduated response to meeting pupil needs in accordance with the code of practice 2014. This response is where a pupil is identified as having SEN, the school will aim to take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.

At Redbourn Primary School we:

- Recognise that early identification is vital.
- Inform the parents at the earliest opportunity to alert them of concerns, and enlist their active help and participation.
- Track all children rigorously through a process of internal tracking and by using external systems and moderation to assess our data.
- Assess children through the baseline testing upon entry to our school in Nursery or Reception.
- Continue to make assessments throughout the year on children’s progress.
- Meet termly with the SLT to review progress (pupil progress meetings).

If we perceive that a child has significantly greater difficulties in learning than the majority of their peers, we may:

- Put extra assistance in place in class to ensure the barriers to learning are reduced, and Quality First Teaching is accessed.
- Offer a small group intervention additional to and different from class teaching which may target the barriers the child is experiencing.
- Offer SEND support to a child involving individual work and/or assistance from external agencies.

If a parent thinks their child might have Special Educational Needs, they are advised to:

- Talk to their child's class teacher about their worries.
- If their child is in Nursery and parents or the staff have concerns, the concern should be referred to the Health Visitor.
- They can meet with the SENCo
- They can make an appointment to see the Assistant, Deputy or Head Teacher if they are still concerned.

Redbourn Primary School is an inclusive school and aims to pay particular attention to different groups of children and their needs. These include:

- Having a disability which either prevents or hinders him/her from making full use of the educational facilities provided in school
- Attendance and Punctuality
- Health and Welfare
- Ethnic minority and religious groups
- English as an additional language (EAL)
- Travellers and asylum seekers
- Children in role as a carer
- Looked after or adopted children
- Children entitled to free school meals (FSM)
- Children who have attendance issues
- Being a child of a Service Man/Women
- Being in receipt of Pupil Premium Grant (PPG)
- Children experiencing social, emotional and mental health needs (SEMH)
- More able children

SECTION 4: Managing Pupils Needs on the Inclusion Register

The school understands that children learn in different ways. Teachers ensure that lessons provide a range of learning styles (visual, auditory, kinaesthetic) to meet the needs within their classroom. The Staff provide and use displays as a teaching tool to stimulate, motivate and reinforce learning.

In all subjects, children are given opportunities to develop their learning through discussions with staff and their peers. Lessons often involve whole class, group and paired discussion and work is sometimes carried out in this way. Independent learning is also promoted. Teachers use a variety of resources to aid learning and there are specific resources (e.g. slopes, coloured overlays, etc...) which are provided for some children who have a specific need. Technology is used regularly as a tool in all lessons.

Our school will support its children by:

- Delivering Quality First Teaching in every classroom, where the teacher and support staff (Teaching Assistants and Learning Support Assistants) work as a team to deliver learning opportunities. The school regularly and carefully reviews the quality of class teaching through observations, pupil progress, data and monitoring by subject leaders.

- Offering challenges in lessons, which provide differentiation of learning for each child, and opportunities for development of learning in each subject.
- Rigorous assessment and feedback informs teaching to address specific learning opportunities. Teaching approaches will be changed and adapted to suit the individual.
- If barriers in learning are perceived, planning extra assistance in the classroom to support the staff and the child.
- The teacher, teaching assistant, learning support assistant and other key members of the inclusion team, working alongside specific children to provide tailored learning opportunities and support for areas of need. Typical intervention groups are English, Maths and Emotional Literacy. Class provision maps outline this additional provision – these are updated termly.
- For some children, devising a SEN support plan with pupils and parents, where targets are developed (Assess, Plan, Do, Review) and reviewed termly. Class teachers, with support from the SENCo, are responsible for evidencing progress according to the outcomes described in the plan.
- Referring a child, using a Single Service Request Form, to external agencies for specific support and targets (see School Offer section 6 for a list of external agencies). This referral incorporates pupils and parents' views.
- Applying for funding to provide for dedicated support staff to support an individual with specific needs.
- If a child receives Local High Needs Funding (LHNF), that funding will be used to support the child.
- If a child does not receive LHNF, the school will identify the provision needed and endeavour to address it within the school's budget.
- If a child has specific targets from professional and/or an Educational Health Care Plan (EHC Plan) the school will distribute the provision according to need within the schools' budget.

The school provides many resources in the classroom setting, and provides many resources in the classroom setting. If a child's resource needs are additional to those already provided, the school will:

- Endeavour to make the specific resources needed available to that individual.
- Use the SEND budget, where possible, to provide a specific resource.
- Where the main resource needed is adult support, the school will deploy some of their budget to fund support if they are able.
- If the school wish to put specific SEN support in place for a child and are struggling to fund it, they may seek to apply for local high needs funding to provide support. The school must prove that the child's needs are above Targeted support on the Hertfordshire Descriptors of Need, with clear evidence. This can be submitted on a monthly basis. Cases are considered by a panel of professionals and funding may be agreed for a maximum of two terms. Within this time period, if funding needs to continue, it is expected that the school will apply for an EHCP to access further funding. If a child receives local high needs funding (LHNF), that funding will be used to support the child. If a child does not receive LHNF, the school will identify the provision needed and endeavour to address it within the school's budget.

For children who have needs that cannot be addressed through Quality First Teaching in the classroom, the school offer, or access, expertise in specific areas. Refer to the School Information Report: School Offer section 6

Our school believes in an open-door policy, and encourages:

- Parents to communicate freely with teachers when they feel the need, either informally, or at an arranged meeting.
- Parents to meet with the SENCo, either informally or at an arranged meeting.
- Parents who have further concerns, to arrange to meet with the Assistant, Deputy or Head Teacher.
- Parents to attend two consultation evenings a year to discuss their child's progress and drop-in sessions, where staff will also be available.
- School will provide curriculum information meetings and materials to inform parents of learning opportunities and allow them to ask questions.
- School will provide a progress report at the end of each year.
- School will provide pupil assessment to assess the need for further intervention and/or additional support, following a discussion with child, parents and staff.
- School will arrange termly meetings with parents for specific children to discuss targets for the Assess, Plan, Do and Review SEN Support Plan.
- School will arrange Team around the Family (TAF) meetings for some children termly, or more often as needed.
- School will attend annual EHC Plan Review meetings for some children.
- Parents will be involved in the writing of the SEND Policy.
- Governors will be involved in the writing of and reviewing of the SEND Policy.

Redbourn Primary School offers opportunities for children to develop specific skills and talents through extra-curricular activities and through peer modelling and coaching. It is believed that learning outside the classroom is valuable to all children so the school ensures that trips of educational purpose take place. Our school is fully inclusive, and no child is excluded from any activity, when a reasonable adjustment will mean that they can be included.

SECTION 5: Supporting Pupils and Families

Admission arrangements are outlined on the school website www.redbournprimary.co.uk .

When your child joins the school:

- We will hold a meeting for new parents to discuss our expectations, procedures and policies.
- Run 'Meet the Teacher' and 'New To' meetings where parents have the opportunity to meet staff and hear about expectations and curriculum of the school year in that year group.
- Open Evenings are held to look round the whole school.

- Children new to Reception will be offered sessions in the summer term prior to their arrival to visit their new class and teacher.
- Children new to Nursery will receive a home visit before they start and an opportunity for a settling in session with a parent.

If your child is transferring from another school during the school year:

- If possible we will arrange for a visit to look round the school, and time permitting, allow for the child to visit their new class.
- We will arrange for the last setting to be contacted if possible, and if applicable, discuss any SEND needs for the transition into the new setting.
- Contact with professionals relating to specific needs for children with SEND.

We also provide a very structured transition programme, where we:

- Have a programme of visits for every year group to their next class with their new teacher.
- Invite the teacher to visit their new class in its present setting.
- Run small group additional support during the third term to address any particular worries or concerns about moving on.
- Devise social stories for children to take home over the Summer break to support them with the transition.
- For some Year 6 children, we may offer a special transition group or individual work for those who have more deep set concerns about moving to secondary school.

The LA has provided a Local Offer for parents to take up the leisure opportunities that Hertfordshire has to offer, by signposting parents to events and sources of support and fun for families.

SECTION 6: Supporting Pupils at School with Medical Conditions

At Redbourn Primary School we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

SECTION 7: Supporting a Child's Overall Wellbeing

Our school embraces a holistic approach to learning, and sees a child's wellbeing as crucial to their progress in learning. We provide:

- Daily collective assembly to encourage a range of skills such as reflection, self-worth, spiritual growth and empathy.

- Visits from people from our local community such as the Police, School Nurse, and people to share experiences of vocational/practical jobs in the community. Visits from members of different faiths and cultures, and visitors from other cultures, charities and countries.
- Outdoor Learning where children have the opportunity to explore their natural environment in mixed age groups.
- Work with external visitors, staff and parents on environmental issues, providing an area for children to learn about growing food, and sustaining resources.
- The school THRIVE council.
- Activities, clubs and interventions that encourage each child's physical fitness, core stability and gross and fine motor skills, and an understanding of a healthy diet and lifestyle.
- Medical Policy for medical conditions (see our guidance on medical provision). All staff are trained in First Aid. One of our staff is responsible for all medication and checks arrangements at least half-termly. A number of our staff have undergone full paediatric training.
- Our school is committed in reducing and eradicating bullying issues wherever possible. Any instance is logged on cpoms and taken seriously, with actions and impact recorded. The PSHE syllabus underpins the behaviour policy which is embedded by the outside agencies that support children's wellbeing such as LINKS, Children and Adolescent Mental Health Service (CAMHS).

SECTION 8: Monitoring and Evaluating of SEND

Our school evaluates the effectiveness of the provision through:

- Looking at children's work.
- Meeting with specific parents to ensure that both the school and home use the same approaches to learning and behaviour.
- Liaison between teachers and parents about particular interventions or issues to learning, and how it can be supported at home.
- Accurate information and evidence of the SEN support is monitored by the school regularly and this is discussed at Pupil Progress Meetings held between class teachers and senior leaders.
- Regular pupil voice is carried out to give opportunities for the pupils to provide their views about their learning.
- SEN information is shared with governors regularly.
- SEN information is shared with OFSTED when a visit takes place.
- Termly meetings with parents for specific children to discuss targets for the Assess, Plan, Do and Review Action Plan.
- Team around the family (TAF) meetings for some children termly.
- Annual EHC Plan Review meetings for some children.

Our school evaluates the effectiveness of the provision through:

- Keeping records of children receiving additional to or different from quality first teaching on the class provision maps
- Accurate information and evidence of the SEN support is monitored by the school on an ongoing basis
- SEN information is shared with governors regularly
- SEN information is shared with OFSTED when a visit takes place
- Termly meetings with parents for specific children to discuss targets for the Assess, Plan, Do and Review Action Plan (Support Plan)

Children are continuously assessed by means of national tests and assessments throughout the school. In addition, the following methods will be used:

- Teacher observation and assessments
- Expertise of the Subject Leader in supporting the class teacher
- Ongoing portfolio of children's achievement kept
- Personal targets set and monitored
- Outside agencies/teachers
- TAs/LSAs
- Discussion with parents
- Pupil feedback
- Marking in line with the school Feedback and Marking guidance
- Assessment that informs differentiated planning
- Monitoring the quality of teaching and appropriate training

SECTION 9: Criteria for Exiting the SEN Register

Once all targets/objectives are either reached or exceeded then a meeting will be held with all involved where it will be agreed to end individual plans. Children will still be tracked and monitored to ensure progress is made.

SECTION 10: Training

Across our school we have a breadth and depth of training, including:

- All staff trained to deliver phonics scheme (Monster Phonics)
- Writing and Spelling training to support those children who have targets from Specific Learning Difficulties Team
- Language and Communication difficulties training to support those who have targets from the Speech and Language Therapy Service
- Advice from Occupational Therapists to support those children with spatial, core stability and Gross Motor skills issues
- Advice from Physiotherapists to support those children with physical impairment
- Dyslexia Awareness training from the Specific Learning Difficulties Advisory teacher
- Annual epi-pen, asthma and epilepsy training
- Three yearly cycle of first-aid training

- Annual child protection refresher and three yearly training from the Child Protection School Liaison Officer
- The whole staff have received training on 'Therapeutic Thinking' which is the Hertfordshire training for supporting positive behaviour management
- We have a Behaviour Lead, Mental Health Lead and Autism Lead amongst staff who attend regular training and disseminate to staff
- Level 2 Autism training to all teachers and support staff

When new staff are employed, the SENCo undertakes to provide guidance to explain the systems and structures in place around school for SEND provision and practice, and to discuss the needs of individual pupils.

The SENCo attends regular network meetings in order to keep up to date with changes in SEND.

SECTION 11: Managing and Sharing Information

All sensitive information is either kept on our secure computer system, or if a hard copy, stored in locked filing cabinets. We adhere to the DfE policy on Information Management, and retain SEND records for each child until they are 21. When a child transfers to another school, their information travels with them in line with DfE requirements. We keep all information such as correspondence, LA advice, reports and data.

We seek to obtain and maintain accurate records in line with our Confidentiality Policy

SECTION 12: Reviewing the Policy

This policy will be reviewed annually, and our School Information Report annually.

SECTION 13: Accessibility Statutory Responsibilities

- Our school is wheel-chair friendly.
- We have specially made ramps for access arrangements.
- We have an accessible toilet with a lifting hoist, grab bars and a low-level toilet.
- We have a visual timetable in each classroom, and our classrooms show consistency so that children recognise and are familiar with their environment in any classroom.
- In the foundation stage, children are encouraged to visit each other's classrooms, and share a large outdoor learning environment; they can access each other's learning opportunities.
- Teaching opportunities are shared in a variety of ways to include auditory, visual and kinaesthetic learning strengths.

Redbourn Primary School has produced an Accessibility Plan in line with statutory requirements as amended by the SEND and Disability Act 2001 (see School Offer section 11).

SECTION 14: Dealing with Complaints

Any complaints regarding practice concerning SEN in our school are considered very seriously. The complaint will be dealt with in line with our Complaints Policy. Meetings will be set up with parents to discuss concerns, and if necessary, changes in practice will be considered. We are keen to foster good relationships with all our parents, and consider this the best way to proceed.

SECTION 15: Bullying

We strive to minimise the risk of bullying of vulnerable and disadvantaged learners in our school by a heavy focus on the values of caring and sharing in the school environment.

SECTION 16: Appendices

- SEND Code of Practice 0-25 (2014).
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Hertfordshire Local Offer
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>
- Hertfordshire Admission Arrangements
<http://www.thegrid.org.uk/info/csf/admissions.shtml>
- Equality Act (2010): advice for schools DfE Feb 2013.
<https://www.gov.uk/equality-act-2010-guidance>
- Teachers Standards (2012)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335133/PRIMARY_national_curriculum_220714.pdf

Further information and school policies are available at www.redbournprimary.co.uk