OUGHTON PRIMARY & NURSERY SCHOOL

Special Educational Needs and Disability SEND Policy

Policy Approval Date: September 2026

Approved by the Full Governing Body see minutes dated September 2026

Review Date: September 2027

This Policy is our own Special Educational Needs and Disability Policy was first created in 2015 and updated each year following Government guidance.

This Policy should be read in conjunction with the Disability and Equality Scheme, School Offer and SEND offer.

Vision

To be a fully inclusive school where all children's learning needs are taken into account and reasonable adjustments and provision are made, so that they can access a broad and balanced curriculum.

Compliance

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following documents and guidance.

- Equality Act 2010: advice for schools DfE Feb 2013 (updates added in June 2018)
- SEND Code of Practice 0-25 July 2014 (updates added in September 2024)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (September 2014 updated January 2021)
- Child Protection Policy
- Accessibility Plan
- Teacher's Standards 2012
- Oughton Primary School Transition Procedures

This policy has been created in consultation with the school community including Governors, Parents and staff and is written alongside the school's SEN information Report.

Aims

Oughton Primary and Nursery School aims to provide a broad, balanced, creative and inclusive education with high expectations for all children thus creating independent individuals who make a successful transition to secondary education. All children are entitled to "high quality teaching that is differentiated and personalised" but

"Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014." Code of Practice 2014

This policy describes the procedures and systems that have been established for providing an integrated education for all children with special educational needs, whilst providing access to a broad and balanced curriculum.

Definition of Special Educational Needs and Disability
This policy is based on the definition of special educational needs as stated in the Special Educational Code of Practice 2014 DFE 2014, introduction paragraph xiii, xiv p.4.

"A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- Has a significantly greater difficulty in learning than the majority of others at 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 or mainstream post-16 institutions".
- The Code of Practice 2014 (paragraph 6.27) defines four broad areas of special educational need:
- *Communication and Interaction* (this includes children with speech and language needs, Asperger's Syndrome and Autism)
- *Cognition and Learning* (this includes conditions such as dyslexia, dyspraxia, dyscalculia, through to moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties)
- *Social, Emotional and Mental Health difficulties* (this includes children who may be withdrawn, isolated or display challenging behaviours)
- *Sensory and/or Physical Needs* (this includes children with sensory difficulties such as hearing/ vision impairment or physical difficulties)

It is important to note that behavioural difficulties alone do not automatically mean that a pupil has SEN. They may however be caused by other difficulties which may include SEN.
Slow progress and low attainment do not necessarily mean that a pupil has SEN; alternatively it should also not be assumed that a child does not have SEN if their attainment is age related. Identifying and assessing SEN pupils whose first language

is not English requires care; difficulties relating solely to limitations in English as an additional language are not SEN.

Disability

The Equality Act 2010 defines a disability as “a physical or mental impairment which has a long term and substantial adverse effect on their abilities to carry out normal day to day activities.” Pupils with a disability do not necessarily have SEN, but there is a significant overlap between disabled children and young people with SEN.

Role and responsibilities

Class teachers

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including pupils who have SEND. Class teachers have responsibility to monitor and evaluate pupil’s progress and to set future targets for them. All children in the first instance are entitled to high quality first teaching which is adapted for individual pupils.

Sometimes, it may be necessary to put in place additional support through reasonable adjustments or targeted intervention.

This support may be delivered by a Teaching Assistant or a teacher and often takes place in the classroom. On occasions some interventions may require the child being taken out of the classroom. Where this is necessary detailed planning takes place to minimise any disruption to learning. Interventions can range from a short daily session to longer less frequent sessions on a weekly basis depending on the need of each child. Sessions may be delivered on an individual basis or within a small group. It must be noted that interventions are part of everyday classroom practice and that many children who participate in interventions do not have SEN but need support in particular aspects of their learning.

Whilst it may be easier to deliver interventions outside of the classroom environment, care will be taken not to isolate the child from their peer groups. It is the responsibility of the class teacher to monitor and assess progress of SEND pupils working with a Teaching Assistant.

The key responsibilities of the class teacher include the following:

- Organising termly APDR meetings with Parents.
- Updating APDR and sharing this document with Parents, teaching assistants and in a child friendly way with the child.
- Assessing and tracking progress and attainment of all children, including children with SEND.
- Implementing strategies to close the gap for children working significantly behind by high quality teaching and intervention planning.
- Working collaboratively with the Assistant Head for Inclusion, SEND Teacher and teaching assistants to review interventions, in relation to the impact it is making on pupil progress.
- Increasing the confidence of SEND pupils within the class and ensuring that they are challenged and independent.
- Reporting progress or behaviour concerns immediately to school leaders.

The key responsibilities of the **Assistant Headteacher** for Inclusion include the following:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-coordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after children has SEN.
- Advise on the graduated approach to providing SEN support.
- Advising on the deployment of the school's designated budget and other resources to meet pupils' needs effectively.
- Liaising with Parents/Carers of pupils with SEN.
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, external agencies, the local authority and its support services.
- Liaising with potential next providers of education to ensure that a pupil and their Parents/Carers are informed about options and a smooth transition is planned.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

Special Educational Needs Support Teacher- Supports Assistant Head with

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Headteacher

The Head teacher has the responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Head teacher works closely with the Assistant Headteacher and Governing Body. She ensures that all staff area ware of the need to identify and provide appropriate support for pupils with SEND.

Governing Body

The Governing Body ensures that this policy is implemented and monitored via regular visits to the school and with the Assistant Head. The SEND Governor will report their findings to the governing body and is guided by duties set out in the SEND Code of Practice, 2014. The governing body monitors the progress and attainment of children with SEND and implements appropriate staffing and resource arrangements.

Determining Special Educational Needs

For some children SEN can be identified at an early age, however for other children and young people difficulties only become evident as they develop. Therefore, it is essential that a pupil's special educational needs are identified as early as possible. In determining whether a pupil has SEN as much information as possible is gathered. This includes

- Teacher observation
- Teacher assessment
- National curriculum assessments
- Information from previous schools
- Parent/carer views
- Pupil views.

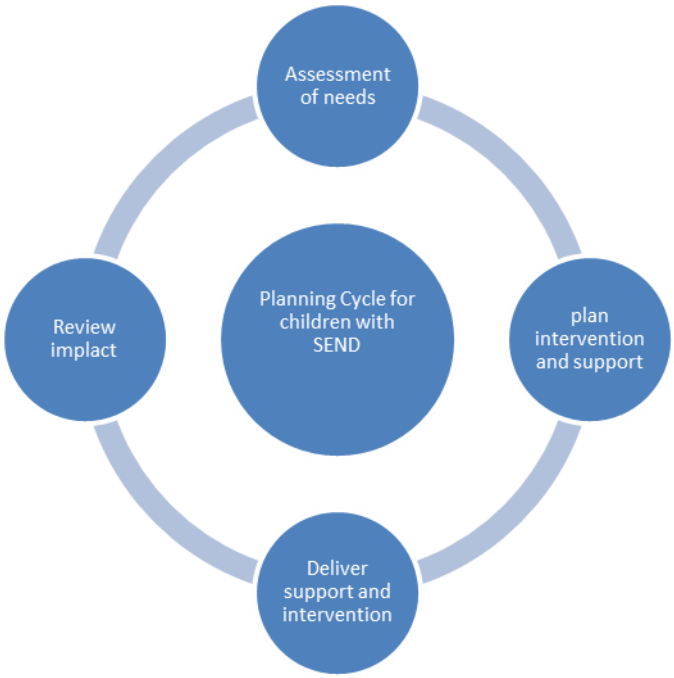
In addition to the above, it may be necessary for the Assistant Headteacher for Inclusion to carry out specific specialised assessments. Parents/Carers will always be informed of our concerns and the results of any screening and or assessments that have taken place.

Provision - A Graduated Approach to SEN

The attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age appropriate expectations or children making less than expected progress will usually be identified through half -termly Pupil Progress Meetings.

If the school are concerned about a child's progress, then the Assistant Headteacher for Inclusion will have discussions with the class teacher and support and reasonable adjustments will be put in place. Discussions with the child will also occur to highlight any areas of difficulty they may have identified themselves. In the first instance, the school's response would be high quality teaching targeted at the pupil's area of weakness and the pupil's progress monitored closely over a period of time. Parents/Carers will be informed of this.

If progress continues to be less than expected it may be necessary to put in place additional support and a thorough assessment of a child's needs would take place. This draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of Parents/Carers and the pupils' own views. The Assistant Headteacher for Inclusion may also undertake some additional specific assessments.
If it is indicated that a pupil requires SEN Support Parents/Carers will be consulted and involved throughout this process. Additional support and intervention will then put in place and its impact closely monitored. The pupil's progress will then be discussed at termly pupil progress meetings and termly parent meetings with the class teacher. Parent meetings are aligned to the normal cycle of discussion with Parents/Carers of all pupils. Interventions may then be adjusted to ensure that it meets the specific needs of the child.



We adopt a cyclical approach of assessing, planning, delivering and reviewing in order to meet the needs of children with SEN. Each intervention is carefully planned to ensure it is the most effective for each individual child with their own particular needs before it is implemented. The cycle is outlined below:

Assess: Where a child may be experiencing a problem or not making progress, his/her needs are analysed using a range of data and information. A need may be identified by a member of staff, parent or child.

Plan: Parents/Carers, pupils and teachers will meet to plan a way forward. A range of adjustments to remove barriers to learning may be made in the classroom or a targeted intervention plan put into place. The plan will have targets set by the class teacher and a set review date. It may not be clear at this stage if a pupil has SEND. Actions will be recorded on the schools Provision Map system. Some pupils may have an individual plan.

Do: The execution of the plan is the responsibility of the class teacher. Where the intervention involves 1:1 teaching or group work away from the main teacher, the class teacher is still responsible for the implementation of the plan. The person running the intervention is required to record the sessions in order to track progress.

Review: The plan is reviewed by the class teacher on the agreed date to see how effective it has been, using information gathered throughout the process. Pupils, Parents/Carers and staff are all consulted. This information will determine what action, if any, needs to happen next.

Occasionally it is necessary to seek advice from external professionals. At Oughton we receive advice and support from a number of external services including:

- Educational Psychologists,
- Specialist Outreach -Woolgrove, Greenside and Larwood.
- SEND Specialist Advice and Support covering: Autism, social communication and interaction needs, cognition and learning needs, deaf/blind-multi sensory

impairment, deaf and hearing, physical and neurological impairment and visual impairment
- Speech and Language Therapy team
- Child and Adolescent Mental Health Team (CAMHs)
- Step 2
- Child Development Centre (CDC)
- Hitchin Primary Outreach Support Service

Parents/Carers will always be consulted regarding these discussions. Advice received from external professionals will be used to ensure that our school support best meets the individual pupil's needs.

If a child has consistently met their targets over a period of time they may no longer require SEN Support but their progress will continue to be monitored to ensure that they continue to make progress.

Data and Record Keeping

Each class/year group has their provision recorded on the schools system called Provision Map (recorded on the termly pupil progress meetings). Provision Map records what provision is in place for: all children with reasonable adjustment; some children regarding specific interventions and a few children who require highly specialised support. Each class provision map is updated and reviewed at least three times a year and is recorded on the minutes of pupil progress meetings. The school uses a computer based system to record, collate and track progress across the school called Provision Map. This data informs the provision maps and pupil progress meetings and from this targets are set for all children. Children with more complex needs will be given highly personalised interventions and support and this will be recorded on their individual support plans. All children with SEND also have a One Page Profile (appendix 1) which captures important information to enable teachers to personalise learning for each young person. This information enables teachers to be aware of the strengths, interests and specific support needs of their pupils.

As part of the Assess, Plan, Do, Review Cycle, as mentioned above an external professional may be consulted for advice on specialist support. It may emerge that a child has a Special Educational Need, which falls into one of the categories. If a child is identified as having a Special Educational Need, this will be recorded on the School Census, which is updated twice a year. Parents/Carers will be part of the identification process and will be kept fully informed.

The recording of a child's provision will depend upon the nature and complexity of the Special Educational Need. Extra provision, targets and outcomes will be recorded on the pupil progress meeting notes. More specialist provision may be recorded on Individual Support Plans (appendix 2), Pastoral Support Plans or Individual Medical Plans or Emotional Regulation Plans (appendix 3) all on Provision Map. Where many agencies are working with a child, a Team around the Family may be put into place. All plans will be reviewed at least termly with relevant professionals, Parents/Carers and pupils.

Data Protection

Information relating to pupils with SEND is managed in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

Education and Health Care (EHC) Plans

The majority of pupils with SEND will have their needs met within school. In some cases where pupils have multiple and complex needs, it may be necessary to conduct an EHC needs assessment (Education, Health and Care) in order for the local authority to decide whether it is necessary for it to make provision through an EHC Plan.
The purpose of an EHC Plan is to ensure that purposeful provision is made securing the best outcomes for the individual across education, health and social care and as they get older, prepare them for adulthood.
Where a child has not made expected progress despite purposeful activity by the school to meet the SEN, the school or Parents/Carers can ask the local authority to conduct an Education, Health and Care needs assessment. The local authority must then make a decision about whether an EHC needs assessment is necessary. Following an assessment, the local authority decides whether or not to issue an EHC plan. The EHC plan must specify the outcomes sought for the child and decisions about content should be made together with Parents/Carers and the child. The plan will detail the special educational provision required by the child. All EHC plans will be reviewed annually with parent, pupil, LA, school and external agencies.

Storing and Managing Information

Documents relating to pupils with SEND are stored in the locked filing cabinet in the Inclusion office and stored on a central system called Provision Map. SEND records are passed on to the new educational setting when a child leaves our school.

Transition

Transition between phases of education is planned for all children but some children require additional and for some specialist support with transition between year groups, schools and or phases of education. This additional and specialist support is carefully planned and prepared for.

Allocation of resources

The school budget is given to the school by the Government and includes money for supporting children with SEND. The Headteacher in consultation with the Governors and Senior Leadership Team decides on the deployment of resources for SEND according to the needs of the school. The Head teacher and Assistant Headteacher for Inclusion decide what resources, training and support are needed.

The needs of children with SEND are identified in the pupil progress meeting. This identifies all additional support provided and is updated every half term to ensure that resources are effectively deployed. In addition to this some children with high

needs have individual supports plans to which outline their specialist provision and monitor progress.

Exceptional Needs funding may be allocated by North Hertfordshire Local Authority to pupils whose needs are considered exceptional for that cohort. This is applied for and granted through local Cluster and Panel meetings.

Training

All staff are given regular training opportunities in order to provide high quality teaching and accelerate progress. Training needs are identified through Performance management, the needs of a pupil or cohort, observations of teaching, Pupil Progress reviews and review meetings.

Pupil Participation

“Children who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight to the age, maturity and capability of the child”. UN Convention on the Rights of the Child – Articles 12/13.

Children are encouraged to set, monitor progress and review their personal learning targets. This is facilitated by the class teacher and involves the Parents/Carers.

Partnership with Parents and Carers
“Where a pupil is receiving SEN support, schools should talk to Parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the
school.” Code of Practice, 2014

Parents/Carers are informed when a teacher has concerns about a child’s progress, and are consulted with regard to the action to be taken.
When a decision is made to provide SEN support, this will always be after consultation with the Parents/Carers. They are encouraged to meet regularly with the class teacher and/or Assistant Headteacher for Inclusion and to support the targets at home.

The Local Offer

The purpose of the Local Offer is to enable Parents/Carers and young people to see more clearly what services are available in their area and how to access them. Hertfordshire’s local offer can be found here:
https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

Oughton’s local offer/SEN information report can be found on our school website, here:

http://www.oughton.herts.sch.uk/special-educational-needs-sen--designated-senior-person-dsp.html

Delivering Specialist Provision Locally (DSPL)

DSPL is a Hertfordshire-wide partnership approach where Parents/Carers, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies, work together as part of an Area Group, to ensure that there is a range of provision and support services available in their local community. They produce a weekly roundup of training, information and events in the area. More information can be found here:

Home (nhdspl.org.uk)

Safeguarding

The school recognises that children with SEND may be more vulnerable to abuse, neglect or exploitation. All safeguarding procedures are implemented in line with the school's Child Protection and Safeguarding Policy.

Mental Health

The school recognises that mental health and wellbeing are fundamental to learning. Where appropriate, support will be provided through pastoral provision, outside agencies and referral to specialist services where appropriate.

Admissions

Oughton Primary and Nursery follows the guidance in the SEN Code of Practice for Admissions.
This means that we:

- Must consider applications from Parents/Carers of children who have SEN but do not have an Education, Health and Care Plan (EHC) on the basis of the school's published admissions criteria as part of normal admissions procedures.
- Must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs

Attendance
The school recognises the importance of good attendance for pupils with SEND. Where attendance is affected by a child's additional needs, the school will work with Parents/Carers and external agencies to identify appropriate support and reasonable adjustments

Bullying and SEND

Pupils with SEND can be vulnerable. All staff are expected to be vigilant and all incidents are taken seriously and dealt with according to our Anti-bullying Policy.

Pastoral support is put into place for both victims and perpetrators. Parents/Carers are kept fully informed.

School Information Report

The School Information Report is updated annually with the views of Parents/Carers. More detailed information about SEND at Oughton Primary and Nursery can be found in the schools SEND Information Report via the ‘Statutory Information’ page on the school’s website.

Complaints

The school aims to work in partnership with Parents and Carers. Where concerns arise regarding SEND provision, Parents/Carers should initially discuss these with the class teacher or Assistant Headteacher for Inclusion. If concerns remain unresolved, they should follow the school's Complaints Policy (see our website for more information). Information about mediation and disagreement resolution services provided by Hertfordshire Local Authority is also available to Parents.