



Love, Learn, Aspire

'Let all that you do be done in love.' 1 Corinthians 16:14

Preston Primary (VC) School

SEND Policy

Approved by: Full Governing Board
Last reviewed on: July 2025
Next review due by: July 2026

Date: July 2025

Approval

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Version

Version	Author	Notes
V1.0	I Luitingh	Changes to Formatting
V1.1	M Taylor	Removal of Jo Wilde and added Oliver Clarke as Co-Chair of Governors

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1. Introduction

- 1.1 Preston Primary (VC) School is an inclusive school and we take safeguarding seriously.
- 1.2 All our policies are developed with a high priority on children's safety and with reference to our Child Protection Policy.
- 1.3 This policy is to promote and ensure the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND) at Preston Primary (VC) School and should be read alongside our other relevant policies, including the SEND Information Report.
- 1.4 This policy complies with the statutory requirements in the SEND Code of Practice (2015) and has been written with reference to:
 - The Children and Families Act 2014
 - The Special Educational Needs and Disabilities Code of Practice 0-25 years (2015)
 - The Statutory Guidance on Supporting Children with Medical Conditions (2014)
 - Teacher's Standards (2012)
 - The Equality Act 2010: Advice for Schools 2013
 - Accessibility Plan and Equality Policy
 - Supporting Pupils at School with Medical Conditions Policy

2. Purpose

- 2.1 At Preston Primary (VC) School our ethos as a Church School, built upon Christian values, recognises that all our children are unique. Our aim is to treat all children as individuals and support them to achieve their potential by providing each pupil with the right to a curriculum that meets their needs and the opportunity to achieve his/her potential in a safe and nurturing environment.
- 2.2 Our guiding principle is one of inclusion and that all learners, regardless of their age, gender, ethnicity, sexuality, needs, attainment and background are provided with equal opportunities. Our core values are:
 - Care and concern for others
 - Respect and understanding
 - Responsibility
 - Aspiration
 - Creativity
 - Positivity and self-worth
- 2.3 We believe that each pupil has individual and unique needs. Some pupils require more support than others to achieve their potential. We acknowledge that a

proportion of pupils will have special educational needs or disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need extra support for a short period. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We believe in early identification of SEND, with the vast majority of pupils who require extra support being identified within their first years at school.

2.4 We aim to: provide all pupils with strategies for dealing with their needs in a supportive, inclusive environment, and to give them equal, and meaningful, access to a broad and balanced curriculum.

2.5 In particular, we aim to:

- Provide high quality teaching developed through training, appraisal against teachers' standards, peer support and feedback from observations
- Ensure that there are no barriers to every pupil achieving through careful planning
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision through the use of reasonable adjustments
- Have regard to the views, wishes and feelings of the child and the child's parents/carers
- Support the child and the child's parents/carers, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes
- Identify, assess, record and regularly review pupils' progress and needs
- Actively engage with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained
- Provide support, advice and training to all staff working with children with SEND
- Promote individual confidence and a positive attitude
- Ensure that all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated

3. Definition of Special Education Needs

3.1 A person has Special Educational Needs if they have a learning difficulty, or disability, which calls for special educational provision to be made for him or her and has a significantly greater difficulty in learning than the majority of others 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 the same age. (SEND Code of Practice (2015 pp15-16))

4. Definition of Disability

- 4.1 Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term [a year or more] and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.
- 4.2 The SEND Code of Practice (2015) describes the possible barriers to learning under four broad areas of need, which can co-exist:
- Communication and interaction – including speech, language and communication difficulties and autistic spectrum disorders
 - Cognition and learning – including specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
 - Social, emotional and mental health – including attachment disorders, ADHD
 - Sensory and/or physical – including visual/hearing impairment
- Progress and attainment may also be affected by either one or more of the following but would not be considered as SEND:
- Attendance and punctuality
 - Health and Welfare
 - English as an Additional Language
 - Being in receipt of Pupil Premium Grant or Pupil Premium Plus Grant
 - Being a Child Looked After (CLA)
 - Being the child of Service Personnel

5. Identification of Special Educational Needs

- 5.1 Assessment and Provision Children with SEND are identified through a variety of assessment routes, all of which are part of the monitoring progress of all pupils including for example, day to day informal assessments, teacher assessments and tests. In addition, class teachers meet half termly with the Headteacher to discuss pupil progress. If a child, as recommended by the SEND Code of Practice, is making less than expected progress, given their age and individual circumstances, the class teacher, supported by the SENDCo and Headteacher, will seek to support them. Slow progress and low attainment does not automatically mean that a child has SEND. The first response is high quality teaching targeted at the areas of weakness and progress will be further monitored through a further cycle of planning, teaching and reviewing. Where the next assessment shows that progress continues to be less than expected, or parents/teachers raise a concern,

a decision may be taken to introduce a 'Cause for Concern' (C4C). This is a short-term support plan to enable staff, to close gaps in learning for that pupil. Parents will be informed of the level of need and the targets in place. Where a lack of progress persists and a child is identified as needing support above and beyond reasonable adjustments through teaching, the child will have a Assess, Plan, Do, Review (APDR) plan which is reviewed with the children, parents/carers and relevant adults. At this point, the child will be put on the SEND register and class/whole-school Provision Maps. Detailed support and targets will be put in place. Reviews of the Provision Maps, and consequently the provision that a child receives, is ongoing and will be led by the class teacher, supported by the SENDCo. Meetings to review provision and targets with the children and their parents/carers will be carried out a minimum of three times a year.

- 5.2 The purpose of identification is to work out what action the school needs to take, not fit the child into a SEND category. The school will make provision to address all needs using well-evidenced interventions and, where necessary, specialist equipment or software.

6. A Graduated Approach to SEND Support

- 6.1 The SEND Code of Practice delivers SEND support through the Graduated Response, which is underpinned by high quality teaching.
- 6.2 It is comprised of four stages, which form a cycle:
- **Assess** – identifying a child as needing support
 - **Plan** – the class teacher, in consultation with the child, parents (and SENDCo where necessary) agree the outcomes they are seeking, the interventions and support to put in place and the expected impact on progress, development or behaviour with a clear date for review
 - **Do** – the interventions and support are implemented by the class teacher or support staff under the direction of the class teacher
 - **Review** – the effectiveness of the support and its impact on the child's progress is reviewed by the class teacher and evaluated by the SENDCo/Senior Leadership Team. If a pupil is unable to overcome their barriers to learning despite interventions, adjustments and good quality personalised teaching, they would then be identified as requiring SEND Support and added to the SEND Register for the school.

7. Support and the Role of External Professionals

- 7.1 The nature and level of support for a pupil is a collaborative process between pupil, parents, teaching staff and SENDCo, Personalised teaching, small group and/or 1:1 support may be provided for any pupils who need to overcome a barrier to learning but they are not the only method of supporting children with SEND. If a child has been identified as also needing more specialist support, referrals and/or

support requests may be made to outside agencies to advise a support the school in enabling the child to make progress.

- 7.2 External professionals have a variety of expertise they can add to that already held in school. We recognise and value these skills and call upon them when necessary with the agreement of the child's parents/carers.
- 7.3 Sometimes, a referral through the child's General Practitioner (GP) is required and we might write a supporting letter.
- 7.4 The SENDCo will support the class teacher in the further assessment of the child, assisting in overseeing future provision and support in discussion with colleagues and monitoring the action taken.
- 7.5 The child's class teacher will remain responsible for the progress of the child. These include:
- Early Years Advisory Teacher for children with SEND
 - Family Support Worker o Hitchin Primary Behaviour Support Service
 - Specialist Teacher for children with Visual Impairments
 - Speech and Language Therapist
 - Occupational Therapist
 - Physiotherapist o Educational Psychologist
 - Specialist Advisory Support – ASD, SPLD
 - Outreach Support from Woolgrove Special School
 - Child and Adolescent Mental Health Services (CAMHS)
 - Child Development Centre Paediatricians
 - Thriving Families
 - School Nursing Team
 - Hertfordshire Post Adoption Team
 - Specialist Teacher for children with Physical and Neurological Impairments
 - North Herts Emotional Support in education (Nessie) art therapist or counselling.
- 7.6 In some cases, the parents and/or school may approach or facilitate private professionals to provide services, which could include:
- Educational Psychologist
 - Speech and Language Therapist
 - Psychologist
 - Art Therapist/Play Therapist
- 7.8 Pupils who are supported through many or specific agencies of expertise may be identified on an Educational Health Care Plan (EHCP). Pupils with an EHCP have

needs and provision that is outlined in their plan. It is the requirement of the school to meet these needs.

8. Outcomes for Pupils with SEND through Monitoring and Evaluation

- 8.1 Monitoring the standards of children's work and the quality of teaching for SEND pupils is the responsibility of the SLT, supported by the SENDCo and governors.
- 8.2 The SENDCo will monitor pupils' books, talk to pupils and observe classroom practice through learning walks. In addition, the work of the SENDCo involves supporting colleagues in the teaching of pupils with additional needs and informing teachers about current developments in this area.
- 8.3 APDR plans are reviewed termly by the SENDCo. Oral and written feedback is given to staff and will enable all teachers to produce high quality planning that meets our pupils' needs.
- 8.4 The SENDCo, Headteacher and SEND Governor will also monitor the following aspects of SEND:
 - analysis of pupil tracking data and test results for individual pupils and for cohorts
 - value-added data for pupils on the SEND register
 - the use of provision maps to categorise the interventions
 - the school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy
 - the school improvement plan, which is used for planning and monitoring provision in the school
 - visits from LA personnel, Ofsted inspection arrangements and SIAMS inspection arrangements
 - feedback from parents and staff, both formal and informal, following meetings to produce APDRs, revise provision and celebrate success

9. Roles and Responsibilities

- 9.1 Provision for children with SEND 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.
- 9.2 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.
- 9.3 The governing body, in co-operation with the Headteacher and SENDCo, has a legal responsibility for determining the policy and provision for pupils with SEND.

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- 9.4 It maintains a general overview and has appointed a representative governor, who takes particular interest in this aspect of the school.
- 9.5 Mrs Jo Gittings is the SENDCo at Preston Primary (VC) School.
- 9.6 If you wish to contact the SENDCo, please contact her on senco@prestonjmi.herts.sch.uk.

10. The Class Teacher is Responsible for:

- Outcomes of all pupils
- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet every child's individual needs (also known as differentiation).
- Monitoring the progress of every child and identifying, planning for and delivering any additional help a child may need (eg targeted work, additional support, adapting resources etc).
- Writing APDR plans
- Ensuring that all members of staff working with a child in school are aware of that child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that they have read the school's SEND Information Report
- Ensuring that the agreed provision is delivered and assessed for effectiveness
- Ensuring that the SEND Policy is followed in their classroom and for all the pupils they teach with any special educational needs.
- Being aware of the process for SEND at Preston Primary (VC) School

11. The Headteacher has Responsibility for:

- The day to day management of all aspects of the school; this includes the support for children with SEND
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND

12. The SENDCO is Responsible for:

- The day-to-day coordination of provision for pupils with SEND at the school, in adherence to the SEND Policy

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- Supporting staff to meet, and respond to, the needs of children with SEND
 - Ensuring that an agreed, consistent approach is adopted and followed
 - Liaising with staff and external agencies to obtain information and support for pupils
 - Coordinating, monitoring and evaluating support and provision for children with SEND
 - Developing the school's SEND Policy to ensure that all children get a consistent, high quality response to meeting their needs
 - Ensuring that parents/carers are informing decision making, aware of the strategies that are being used and visits, involved in reviewing how their child is progressing and fully involved in planning ahead for their child
 - Updating the school's SEND Register (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are current records of children's progress
 - The analysis of data to monitor progress of children and ensure early identification of needs, alongside the Headteacher and SEND Governor
 - Overseeing and monitoring the Person Centred Process, including APDR Plans, Review Meetings and Provision Maps to ensure they are effective
 - Ensuring a Graduated Approach (Assess, Plan, Do, Review) is adhered to and defines provision in the school
 - Organise, and lead, training for staff so that they are aware and confident about how to meet the needs of children within our school
 - Attend Cluster Groups and Forums to keep abreast of current reforms, strategies and support
 - Coordinating, and overseeing the management of, Education, Health and Care needs Assessments, Plans and Reviews

13. The SEND Governor (as part of the Governing Body) will ensure that:

- SEND provision is an integral parts of the school improvement/development plan
- The necessary provision is made for any pupil who has SEND
- Staff are aware of the need to identify and provide for pupils with SEND
- An inclusive approach is fostered

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- They have regard to the requirements of the SEND Code of Practice (2015) and subsequent statutory requirements
 - They are fully involved in developing and monitoring the school's SEND Policy, SEND

14. Information Report and practice Learning Support staff/teaching assistants should:

- Work alongside teaching staff to meet the individual needs of the pupil
- Encourage pupil interaction and engagement with teacher-led and child initiated activities
- Support groups or individual children to meet their targets
- Use the school's procedures for giving/recording feedback/next steps to children and teachers regarding strategies and tasks

15. Parents

- 14.1 Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential.
- 14.2 At Preston Primary (VC) School, all parents are treated as partners and supported to play an active and valued role in their children's education and decisions surrounding it. Involvement of Pupils.
- 14.3 At Preston Primary (VC) School, pupil voice plays an important part in all aspects of school life.
- 14.4 Children with SEND have a right to be involved in decisions about their provision. The degree of participation should reflect a child's evolving maturity but all children understand that their views matter.
- 14.5 Pupils should:
 - Play an active part in assessing and developing agreed targets
 - Understand the aims of intervention and their contribution to it
 - Be consulted about any individual support provided
 - Have their views sought after in reviews
 - Become progressively more involved in setting and evaluating targets

16. Accessibility

- 15.1 Preston Primary (VC) School recognises 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.
- 15.2 The school will comply with its duties under the Equality Act 2010. Some children with disabilities may also have special educational needs and may have an Education, Health and Care Plan (EHCP), which brings together health and social care needs, as well as their special education provision.
- 15.3 Further information is available in the school's Accessibility Plan and Medical Policy.

17. Storing and Managing Information

The following records are kept for children with SEND:

- Provision Map and SEND Register
- Cause for Concern (C4C) leading to a APDR Plan
- APDR Review Meetings
- Education, Health and Care Plan (EHCP)
- Individual Health Care Plan (IHP)
- Behaviour Support/Risk Management Plan
- Assessments
- Outside agency reports/notes
- Letters from GPs/Medical Professionals
- Records of meetings held/correspondence with parents/carers/professionals

18. Arrangements for Concerns and Complaints

The school strives to work in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. We ask that should pupils or parents/carers have any concerns regarding SEND they discuss this with a class teacher in the first instance. Following this, if it is felt to be necessary, parents/carers can contact the school office to make a meeting with the SENDCo so that ample time can be allocated.

Written notes will be made during this meeting and a photocopy given to the parents/carers. In the event of a formal complaint, parents/carers should follow the procedure in the school's Complaints Policy.

All complaints are taken seriously.



19. Additional Information

- 18.1 For detailed information on our approach to special educational needs, please see our SEN Information Report (school offer). This is available on the school website or from the school office.
- 18.2 The Special Education Needs and Disability Code of Practice – 0 to 25 years (2015) is available to view at:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>