

 <p>Offley Endowed Primary School &amp; Nursery</p>	<h1>Offley Endowed Primary School and Nursery</h1>	<p>Reviewed: Oct 2025 Next Review: Oct 2027</p>
<p><b>Policy Title:</b></p>	<h2>SEND Policy</h2>	<p>Users: Staff, Governors, Parents</p>

The Special Educational Needs and Disability (SEND) Policy defines the aims and objectives of SEND provision at Offley School and the roles and responsibilities of all related personnel. It should be read in conjunction with the school's Local Information Offer for SEND which details the provision for pupils with SEN in the school and includes information on identification, support and transition to other settings.

This policy has been written to reflect the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

### **Aims and Objectives:**

We believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their full potential. We acknowledge that a proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. This 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 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 or disability, 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 SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- ensure that children with SEN have opportunities appropriate to their age, 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



# Offley Endowed Primary School and Nursery

## SEND Policy

Reviewed: Oct 2025

Next Review: Oct 2027

- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

### SEND Information Report

This policy should be read alongside the Hertfordshire SEND Ordinarily Available Provision and the school's SEND Information Report.

Hertfordshire's SEND provision across schools in the county is detailed in their 'Local Offer', which can be found on the LA website, [www.thegrid.org.uk](http://www.thegrid.org.uk). Each school has their own Information Report which outlines the specific provision that the school offers their pupils. A copy of Offley Endowed Primary School's SEND Information Report can be found on the school website.

### Relationship to other policies

This policy should also be read in conjunction with the school's policies on teaching and learning, the school curriculum, accessibility plan, equality and assessment, recording and reporting.

### **Section 1: Definition of Special Educational Needs**

According to the SEND Code of Practice 2014, a child or young person has special educational needs 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 the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.



# Offley Endowed Primary School and Nursery

## SEND Policy

Reviewed: Oct 2025

Next Review: Oct 2027

### Types of SEN

SEN is divided into 4 types:

- Communication and Interaction - this can include children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, Emotional and Mental Health - this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

### Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. 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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or



# Offley Endowed Primary School and Nursery

## SEND Policy

Reviewed: Oct 2025

Next Review: Oct 2027

young person requires special educational provision they will also be covered by the SEN definition.

### **Section 2: Offley School Procedures**

Offley School supports all its pupils by following a **graduated response**:

**Universal Quality Teaching:** Under the 2014 SEND Code of Practice, Quality First Teaching (QFT) underpins all classroom practice. This means that the class teacher plans lessons based on the special needs of all the children in their class. Different ways of teaching and learning are planned for, in order to accommodate different types of learners and Learning Support Assistants are deployed in the classroom to support children in a variety of ways.

**Targeted Support / Intervention:** Under the supervision of the class teacher, a child who has not made expected progress in a particular area through Quality First Teaching may require individual or small group intervention that addresses their specific area of need. This targeted intervention should be time bounded, monitored and progress assessed using clear targets. A record of support / interventions is maintained on Provision Map for future reference.

**Specialist Support:** Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. However, where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child.

**SEND Register – Recording and Reporting:** The school uses systems, including ARBOR and Provision Map, to record and maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND. Parents will always be informed if their child has been added to the register and told why. The criteria for adding children to the SEND register are:

- 1.) The child presents with a consistent and significant need and / or
- 2.) There is involvement from an outside agency

Where a pupil is identified as having SEND, the school takes action to remove barriers to learning and put effective special educational provision in place. This



# Offley Endowed Primary School and Nursery

## SEND Policy

Reviewed: Oct 2025

Next Review: Oct 2027

response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

When a child is recorded on the SEND register their special provision is documented and shared with parents. Assess Plan Do Reviews or Annual Assessment of Needs are used to record additional provision for pupils on the SEND register. Assess Plan Do Reviews are termly summaries of the adaptations, interventions and targets provided for a child. This four-part cycle – assess, plan, do, review is known as the graduated approach.

The Annual Assessment of Need is for children who need general adaptations to the environment, teaching or learning that allow them to access the standard curriculum. For example, a child with hearing impairment may need to sit in a specific place or use certain equipment but does not need further academic adaptations. This will remain constant throughout the year and therefore in these circumstances an annual review is appropriate.

**Education and Health Care Needs Assessment:** Where, despite the school having followed a graduated response and taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

**Inclusion:** All pupils are entitled to access the curriculum and reasonable adjustments are made where necessary to ensure that all children can access the curriculum as far as possible. The purchase of resources and staff training to support the specific needs of children is regularly reviewed.

We strive to enable all children to participate in activities outside the classroom. Risk assessments are completed for all trips and individual needs are considered. We regularly involve parents in decisions about the best way to support their child on a school trip or outdoor activity.

**Supporting pupils at school with medical conditions:** The 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. 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 a statement, or Education, Health



# Offley Endowed Primary School and Nursery

## SEND Policy

Reviewed: Oct 2025

Next Review: Oct 2027

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). The school has a Medical Conditions policy, which can be found under the “Policies” tab on the school website.

**Pupil Voice:** As pupils progress through the school they are encouraged to be critical partners in their learning journey. In Key Stage 2 pupils on the SEND register are given opportunities to input into the setting of targets and preferred support strategies. They review their progress against the Plan, Do, Review targets and are encouraged to understand their strengths and areas for development.

**Partnership with Parents:** The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The class teacher is the main point of contact, liaising with parents on an ad hoc basis and through formal meetings.

When a child is on the SEND register we will meet with parents / carers at least three times a year to discuss progress. Two of these meetings will be part of the normal parent’s evening schedule, the third will be in the Summer Term. At each meeting, a termly Plan, Do, Review document will be reviewed to check progress against termly targets and to ensure provisions remain focused and appropriate.

The school maintains an ‘open door’ policy and parents are welcome to make appointments to see their class teacher, the SENDCo or Head at any reasonable time. Parents are also able to telephone to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss.

**Transition:** The level and nature of support offered to children is dependent on each child’s needs, age and development.

All children who are entering the Reception class are given the opportunity to visit the classroom and meet the teachers during dedicated sessions. They also have an opportunity to stay with a parent or carer to experience a school lunch. For all the children this is a good opportunity for staff to meet the child and begin to understand how they can best be supported in the school environment.

When a child with SEND moves to another class, information will be passed to the new class teacher during planned transition and pupil progress meetings. Teachers use ‘Provision Map’ a common database, to log significant conversations, adaptations, provisions and relevant documentation. This allows class teachers to



# Offley Endowed Primary School and Nursery

## SEND Policy

Reviewed: Oct 2025

Next Review: Oct 2027

clearly see and access background information on all the children in their class. A transition morning will be held where your child will spend time with their new teacher. Separately timetabled sessions will be built in if required.

Typically, when children with SEND join the school through 'in year' submission, we contact the previous setting (pre-school or another primary school) in order to establish what provision has been in place for the child. Generally, any records from the previous setting will be passed on to us. If it is possible to arrange for time in the class prior to starting we will be happy to accommodate this.

For those children in year 6, transitioning to secondary school, we provide a programme of activities throughout the year designed to prepare children for the social, emotional and academic requirements of secondary school. Pupils participate in range of workshops and visits and take on additional responsibilities as they progress through years 5 and 6 which are designed to support transition.

Secondary schools obtain information about the children that are transitioning to them through a variety of teacher forms, parent open days and in-person visits to the children at their primary school. Pupil records and supporting documentation are passed to the new school either electronically or in physical form. In addition, the SENCo meets with the secondary SENCos to discuss the best ways to support transition for individual pupils.

**Criteria for exiting the SEN register/record:** If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school then passed on to the next setting. The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

### **Section 3: 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 SEN in his/her class, and to be aware that these needs may be present in different learning



# Offley Endowed Primary School and Nursery

## SEND Policy

Reviewed: Oct 2025

Next Review: Oct 2027

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 SEN. It maintains a general overview and has appointed a representative governor (the SEN Governor), who takes particular interest in this aspect of the school.

The SEN Governor at Offley Endowed School is: Mr Geoff Phillips

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 improvement / 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 SEN 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 have regard to the requirements of the SEND Code of Practice (2014)
- parents are notified if the school decides to make special educational provision for their child



# Offley Endowed Primary School and Nursery

## SEND Policy

Reviewed: Oct 2025

Next Review: Oct 2027

- 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 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 SEN
- collaborating with class teachers in devising strategies, implementing a graduated approach to support individual pupils, 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
- ensuring that pupils with SEND have opportunities, appropriate to their age, to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- liaising 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
- 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



# Offley Endowed Primary School and Nursery

## SEND Policy

Reviewed: Oct 2025

Next Review: Oct 2027

- 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, end of year QCA tests and SATs
- contributing to the in-service training of staff
- ensuring that midday supervisors 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 between SENCOs and other staff members to help provide a smooth transition from one school to the other.

The SEN Coordinator at Offley Endowed School is: Mrs Rebecca Tonge

**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
- giving feedback to parents of pupils with SEND and involving parents in the decision making processes regarding SEND support
- ensuring that pupils with SEND have opportunities, appropriate to their age, to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them.

**Teaching assistants** are responsible for:

- being fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

**Arrangements for monitoring and evaluation:**

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# Offley Endowed Primary School and Nursery

## SEND Policy

Reviewed: Oct 2025

Next Review: Oct 2027

The success of the SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO, subject co-ordinators and the headteacher
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- the use of provision maps to categorise the interventions utilised within classrooms
- value-added data for pupils on the SEND register
- regular monitoring of procedures and practice by the SEND governor
- the school improvement 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 agree strategies and targets, revise provision and celebrate success.

### **Arrangements for complaints:**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form 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