Bushey Heath Primary School
SEND Policy

A vibrant school inspiring children to realise their potential

This policy should be read in conjunction with Bushey Heath Primary School SEND Information Report.

General Statement
We believe that every child has an entitlement to develop his or her full potential.

We recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

We recognise that some children have barriers to learning which means that they have special needs and require particular action by the school. We take account of these requirements and make provision for children to participate effectively and fully within the full curriculum.

Definition of Special Needs
We believe all children have individual needs. Many children may have special needs at some time in their lives.

Children may have SEN if they:

1. Have a significantly greater difficulty in learning than the majority of children of similar age; or
2. Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the areas of the Local Authority

Our SEND policy involves the identification and minimising of barriers to learning that may be experienced by any pupil, irrespective of age, ability, gender, ethnicity, language and social background and the maximising of resources.

Identification of those Children with SEND
Children's needs and requirements fall into four broad bands:

- Communication and interaction.
- Cognition and learning.
- Behaviour, emotional and social development.
- Sensory and / or physical.

The SEND code of practice makes it clear that **"all teachers are teachers of pupils with special educational needs"**. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Admissions Arrangements
The school follows Hertfordshire LEA admission policy and admits children identified as having SEND in accordance with this policy. On admission, relevant information will be sought from parents, other agencies, other schools or pre-school groups as appropriate, as happens for all children.

Aims and Objectives
The school aims to:

- Help pupils develop their personalities, skills and abilities.

- Provide appropriate teaching, which makes learning challenging and enjoyable.
- Provide equality of educational opportunity.
- To identify, at the earliest opportunity, all children who need special consideration to support their physical, sensory, social, mental, emotional, communication, interaction or cognitive development.
- To ensure children with Special Educational Needs are given appropriate support to allow each child access to the National Curriculum based on the assessment of their needs.
- To ensure an inclusive approach for children with SEND by ensuring children are fully included in all activities of the school in order to provide them with a broad and balanced curriculum.
- Ensure implementation of government and LEA inclusion recommendations.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents, accept and value their contribution and involve them fully in decisions made about their children's education
- To liaise with outside agencies and other schools to ensure effective and cohesive support
- Guide and support all staff, governors and parents in inclusion issues.
- Ensure that our children have a voice in this process.

We want all our children to fulfill their potential and we have high expectations of everyone. We aim to meet this expectation through the removal of barriers to learning and participation. We want the children to feel that they are a valued part of our community. We acknowledge that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

SEND Provision

The school offers a continuum of provision to meet pupils' needs. All classes are mixed ability but class teachers have the flexibility to work with smaller ability groups, within the class. Additional in-class support is available in all classes, which is provided by Teaching Assistants (TA). This additional support is targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills, as well as stretching and challenging all children. ICT computers / I Pads / laptops are available to support learning in every class.

Assessment Procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Teachers are responsible for identifying pupils with special educational needs and, in collaboration with colleagues and the SENCO, will ensure that those pupils requiring different or additional support are identified as soon possible after starting school.

The school uses a range of assessment tools and screening to ascertain and monitor pupil progress.

- The Foundation Stage Profile.
- Performance in the National Curriculum judged against Age Related Expectations
- Pupil progress in relation to age related expectations.
- Screening and diagnostic tests.
- Report and / or observations.
- Information from parents.

- Information / reports from previous schools.

Underachievement is identified as early as possible through teacher referral followed by additional assessment using reading and spelling and maths tests e.g. SpLD assessment materials.

The SENCO works closely with teachers to plan an appropriate programme of support. If our assessments show that a child may have a learning difficulty or are not on track to reach the level expected, we use a range of strategies that make full use of all available school resources. The child's class teacher will offer interventions that are different from or are additional to those provided as part of the school's usual working practices.

If we feel a child needs more individual programmes we will move to seek external advice. We may record the strategies used to support the child within a SEND Support Plan (SSP). The SSP will show the short-term outcomes set for the child, the reasonable adjustments made and the teaching strategies used. The SSP, which employs a small-steps approach, ensures that children experience success. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases this review will take place once a term. The class teacher will keep the parents informed and draw upon them for additional information.

Wherever possible, we will not withdraw children from the classroom situation. There are times, however, when to maximize learning, we ask the children to work in small groups, or in a one-to-one situation.

Generally, the school funds any additional help that a child might need in school. If, however we feel a child has **exceptional needs** and needs more help the school presents evidence to a local and district panel for extra funding. If the panel agrees with our assessment they may provide extra funding and help.

External Support

The school uses the services of specialist teachers and other professionals, as detailed in the Local Offer, to give additional support relating to individual pupils. The school must make referrals to these services to access support. These include:

- Referrals can be made to, the Speech and Language Therapy Service and Occupational Therapy Service who may provide consultation, advice or support.
- The school can access the Integrated Services for Learning, part of the Local Authority's Local Offer. This includes the Communication and Autism Team, Early Years SEN Team and Specialist Advisory Services relating to Physical and Neurological impairment, Hearing Impairment and Visual Impairment
- Medical Services – the school works closely with the school nurse who provide support and advice on welfare, physical and health related issues.

Resource Allocation

The SENCO, in consultation with the class teacher and SLT, organises the amount of additional support from TAs required for children with Special Educational Needs and /or disabilities. Children with Education, Health and Care Plans, plus children with SSPs receive in-class support from TAs with the funding coming from the school's budget for SEND. Those children who are deemed to have exceptional needs may be granted additional funding.

The Headteacher informs the governing body of how the funding allocated to support special needs has been employed at the Summer Term Governors meeting.

Coordinating SEND

The role of the SENCO is to:

- Monitor the SEND policy and report annually to the SEND Governor on its effectiveness.

- Monitor and assess inclusion provision; identify barriers to learning and provide staff with appropriate strategies. This includes the management of SSPs.
- Share inclusive expertise with, and support the professional development of classroom teachers and TAs.
- Purchase appropriate resources.
- Monitor pupil progress.
- Liaise with parents.
- Coordinate external specialist provision.
- Keep the head teacher informed about SEND provision in the inclusive environment.

The role of the teacher:

- Responsible for meeting the needs of all pupils in their class
- Monitor pupil progress and plan for the TA
- Responsible for assessing the strengths and needs of all SEN pupils
- Write and update the SSPs, including setting appropriate targets and identifying relevant strategies
- Liaise with SENCo to seek advice and support, express concerns and update on progress of pupils
- Act as first point of contact for all parents concerns
- Meet regularly with parents to discuss progress of SEN children
- Monitor the wellbeing of pupils with SEN and seek advice and support where necessary

The Role of the Teaching Assistant:

- Know the children who have special needs and work with them during the lesson, but help others when not needed.
- Be aware of most recent SSPs giving the current areas of concern and the current targets to concentrate on.
- Contribute to the review by helping set targets, monitoring and evaluating the programme.
- Usually work within the classroom but will withdraw where appropriate.
- To enable the pupil to complete a task him or herself by:

1. Modelling and explaining tasks again.
2. Provide the pupil with the correct equipment needed for an individual task.
3. Helping organise thoughts and setting out.
4. Giving pupils strategies to help remember information.

The Role of the Governing Body

The governing body has due regard to the SEN Code of Practice when carrying out its duty towards all pupils with special educational needs.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

Partnership with Parents

The school works closely with parents in the support of those children with special needs. We encourage an active partnership through an ongoing dialogue with parents.

We hold regular meetings for all parents. These include:

- Meet the Teacher sessions – held in September to ease transition
- Parent consultations in Autumn and Spring terms
- Meeting with teacher & SENCo - transition meetings in September for all SEN children,
- Regular SEN reviews with class teacher, Autumn, Spring, Summer – review strategies, progress and targets

- Annual reports are produced in July for all pupils
- Class teachers are regularly available to discuss your child's progress and what is working well
- The SENCo is available by appointment to discuss any concerns or worries you may have which have already been highlighted to the class teacher.
- All information from outside professionals will be discussed with you and any written reports will be shared with you

We inform parents of any outside intervention, and we share the process of decision-making by providing clear information and involve them with Pupil Passports.

Pupil Participation

In our school we encourage children to take responsibility and to make decisions. We recognise the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets and are encouraged to make judgements about their own performance. We recognise success here as we do in any other aspect of school life.

Appropriate steps are taken to ensure children with special educational needs engage in activities of the school together with pupils who do not have special educational needs.

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in the school. The SENCO is involved in supporting teachers involved in drawing up One Page Profiles and strategies and targets for children (recorded on the SSPs and reviewed termly). The SENCO and head teacher hold regular informal meetings to review the work of the school in this area.

Complaints from parents of pupils with special educational needs concerning the provision made by the school should be made in accordance with the schools Complaints Policy and Procedure.

The SENCO and the named governor with responsibility for special needs also meet regularly as appropriate.

The governing body reviews this policy annually and considers any amendments when appropriate.

This document complies with the Code of Practice 2014 and Equality Act 2010.

Date Policy Reviewed/Amended:	October 2026
Chair of Governors:	James Hughes
Headteacher:	Penny Barefoot
Review Date:	October 2027
Reviewed by:	Full Governing Body

Useful Links

https://www.dspl9.uk/

https://www.kids.org.uk/