I praise you because I am fearfully and wonderfully made;
your works are wonderful,
I know that full well. Psalm 130:13-14

Edwinstree Middle School
A Voluntary Controlled Church of England School

Special Educational Needs and Disabilities Policy

Adopted : **March 2026**
Review: **March 2027**

As a Christian school we recognise the unique and wonderful in everyone.
As a community we support one another to flourish, and live life in all its fullness.

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Purpose

At Edwinstree Middle School we recognise that every teacher is responsible and accountable for the progress and development of the pupils within their class. We believe that every pupil has individual and unique needs. We acknowledge that a proportion of pupils will have special educational needs and disabilities (SEND) at some time in their school career. Many of these pupils will require a range of support throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. We provide all pupils with strategies for dealing with their needs in a supportive environment to give them meaningful access to the National Curriculum.

Aims

Following the SEND Code of Practice, we:

- Work in close partnership with our children and parents to raise ambitions, aspirations and expectations for all pupils with SEND.
- Identify and work hard to meet the needs of all our children.
- Ensure 'good practice' is followed within the Hertfordshire Ordinarily High-Quality Teaching; ensuring many SEND needs can be met within class, teaching the class timetable.
- Regularly review the quality of teaching for all pupils, including those at risk of underachievement.
- Assess, plan, do and regularly review pupils' progress and needs.
- Ensure that we set high expectations and high standards of work and behavior for all pupils.
- Enable every child to achieve their full potential through a broad, balanced, differentiated and interesting curriculum, including the requirements of the National Curriculum and life skills.
- Facilitate effective communication and co-operation between concerned parties, i.e. pupils, parents, teaching assistants, education professionals and other agencies.
- Acknowledge the Special Educational Needs and Disabilities (SEND) of our pupils, monitor those needs rigorously and ensure that needs are met.
- Offer training to staff on a range of SEND issues.
- Ensure the process of initial application and/or supporting an application and review cycle for an EHCP using person-centered tools.
- Provide an inclusive environment for all children where success can be celebrated.

Roles and Responsibilities

Head of Year

- To be fully aware of the school's procedures for identifying, assessing and providing for pupils with SEND.
- To be fully aware of those pupils who are in receipt of Pupil Premium and assess if they have SEND.
- To be fully aware of those pupils who are in receipt of an EHCP, IEP and/or Risk Reduction Plan (RRP).
- To meet Liaise with the SEND team when meetings are taking place with parents/carers during the 'review' process to ensure co-production of all processes.
- To ensure a smooth and informative transition process both within Edwinstree and across phases.
- To liaise with and advise class teachers in the identification of SEND by considering the needs of the whole child and in the implementation of SEND strategies to support those children already on the register.
- Assist in the monitoring and evaluation of progress of pupils with SEND using school assessment data, e.g. intervention tracking, class-based assessments/records, end of year tests and LSAs.

Class Teacher

- To ensure that children's needs are met initially through consistent High-Quality Hertfordshire Ordinarily Teaching.
- To support a cycle of Assess, Plan, Do and Review (APDR) through an IEP to meet the needs of pupils within their class who have and EHCP or are identified as K +.
- To support and advise decisions regarding SEND in consultation with the SENDCo
- To work closely with support staff to oversee their work.
- To work closely with external Professionals providing support for children in their class.
- To be fully aware of the School's procedures for identifying, assessing and providing for pupils with SEND.
- To be fully aware of those pupils who are in receipt of Pupil Premium and assess if they have SEND.
- To be fully aware of those pupils who are in receipt of an EHCP, funding and/or Risk Reduction Plan (RRP), their needs and recommended strategies to support them.
- To meet Liaise with the SEND team when meetings are taking place with parents/carers during the 'review' process to ensure co-production of all processes.
- To ensure a smooth and informative transition process both within Edwinstree and across phases.

Learning Support Assistants:

- To be fully aware of those pupils who are in receipt of Pupil Premium and help to assess if they have SEND.
- To be fully aware of those pupils who are in receipt of an EHCP, IEP and/or RRP and promote/instigate strategies for support.
- To liaise with class teachers and be aware of targets set on Edwinstree Learning Plans/intervention plans.
- To encourage children to concentrate and complete tasks.
- To adapt class work for certain children.
- To help children by clarifying and explaining instructions.
- To support children in group and individual situations.
- To encourage children to develop greater independence.
- To take part in training to support their work with individuals and or class needs that occur over time.

SENDCo team

The school SENDCo team will oversee the day-to-day operation of the school's SEND policy:

- To ensure that an agreed, consistent approach is adopted across the whole school.
- To lead the SEND Team and liaise regularly with Pupil Premium Lead and Mental Health Leads.
- To coordinate provision for children with Special Educational Needs.
- To liaise with and advise class teachers in the identification of SEND by considering the needs of the whole child.
- To listen to the child and take-action in accordance with Pupil Voice.
- Support class teachers in devising strategies, drawing up Support Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with SEND and on the effective use of materials and personnel in the classroom.
- To support LSAs with effective support and strategies for pupils with SEND.
- Assist in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment data, e.g. intervention tracking, class-based assessments/records, end of year tests and LSAs.
- To attend Pupil Progress meetings.
- To organise and oversee the records of all children at the school with SEND.
- To support teaching staff with a termly Review Cycle document for all children with SEND.
- To work closely on co-production of all support plans with parents of children with SEND.
- To organise and contribute to the delivery of in-service training of staff on SEND issues.
- To support teachers with referrals to external agencies.
- To work closely with external agencies via Herts Integrated Services for Learning (ISL), e.g. Educational Psychologist, Speech and language Therapist, Advisory Teachers.
- To coordinate referrals to external agencies through ISL; including O.T., E.P., SpLD Base, Speech and Language Service.
- To regularly attend SENDCo network and update meetings in order to keep up to date with local and national updates in SEND.
- To keep the governors and Executive Head informed of the progress of the SEND systems in school.

- Ensure that MSAs 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.
- Assist with monitoring and reviewing the progress of pupils receiving Pupil Premium with lead teacher.
- To ensure the process of initial application and/or supporting an application and/or review for EHCP are actioned using person-centred tools.
- To ensure that the process of assessing need against the Descriptors of Learning for High Needs Funding is collaborative with parents and evidenced.
- To support individual pupils where appropriate either within a group or individually.

Executive Head:

- To ensure that the policy is implemented.
- To support the SENDCo and SEND governor in their responsibilities.
- To liaise with parents, pupils and outside agencies in conjunction with the SENDCo.
- To ensure the SENDCo is qualified or working towards correct accreditation.

The Governing Body:

Will ensure that:

- That SENDCo provision is an integral part of our SDP.
- The SENDCo policy is reviewed.
- Pupils with SEND join our school activities alongside other pupils, as far as reasonably practical and compatible with the need's other pupils.
- The appointed SEND governor meets and liaises, on a termly basis, with the SENDCo.
- They have regard to the requirements of the SEND Code of Practice (2015).
- Children with SEND are admitted to the school in line with the LA agreed admission policy.
- They are fully informed about SEND issues, through the termly SEND report, so that they can play a major part in school self-review.
- The quality of SEND is regularly monitored.
- Pupil Premium funding is correctly allocated and reported on including those pupils who also have SEND.
- Ensure SENDCo is a qualified teacher and holds correct qualifications.
- Ensure school has arrangements to meet individual medical conditions.

Working in Partnership with Parents

School is committed to the importance of the full involvement of parents to enable children with SEND to achieve their potential.

The school will:

- have open communication with parents regarding their child's needs and inform them of any indication of SEND.
- share information with parents in support plans, parent consultations and any other planned meetings.
- inform and provide advice for parents regarding the SEND Code of Practice, their child's level of the graduated response model, purpose of intervention and programs of action.
- gain written parental permission before referring them to others for support.

The parents will be asked to:

- attend any meetings to share support and review progress and set new targets, including parent consultations.
- share their views on, and then sign, the designated plans.
- communicate regularly with the school and alert school of any concerns they have about their child's provision.
- fulfil their home-school- agreement obligations.

Admissions and Inclusion

The policy is in line with the common policy of Admissions Arrangements for all Hertfordshire Primary Schools.

Arrangements for monitoring and evaluation

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

- Feedback from parents and staff, both formal and informal, following meetings to produce Support Plans and targets, revise provision and celebrate success.
- Monitoring classroom practice by the SLT and subject leaders.
- Analysis of pupil tracking data and test results for individual pupils and cohorts.
- Data for pupils on the SEND register.
- Termly monitoring of procedures and practice by the SEND governor.
- The school SDP (School Development Plan), which is used for planning and monitoring provision in the school.
- Visits from HIP (Hertfordshire Improvement Partner) and Ofsted inspections.
- Ensuring Pupil Voice is sought, heard and actioned.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015).

Information about Hertfordshire County Council's Special Educational Needs and Disability (SEND) responsibilities and involvement can be found using the following link
http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/

To find out about Hertfordshire County Council's SEND specific services available for you and your family please use the following link to SEN and Disability (SEND) 0-25 : Local Offer
http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page

Complaints Procedure

Complaints about the SEND procedures and implementation of the procedures should firstly be addressed to either the class teacher or SENDCo. If an issue is not resolved then the complaint should be addressed to the Executive Head and finally the governing body.

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Explanation of Acronyms

APDR	Assess, Plan, Do, Review
EHCp	Education, Health and Care Plan
EP	Educational Psychologist
HIP	Hertfordshire Improvement Partner
ISL	Herts Integrated Services for Learning
IEP	Individual Education Plan
LA	Local Authority
MSA	Midday Supervisory Assistant
OT	Occupational Therapist
RRP	Risk Reduction Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SDP	School Development Plan
SpLD	Specific Learning Difficulties
SLT	Senior Leadership Team
LSA	Learning Support Assistant