



EASTBURY FARM PRIMARY SCHOOL

**Special Educational Needs &
Disability Policy**

Author: SENDCo/INCo

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Date of Governing Body approval:

Signed

Chair of Governors

Eastbury Farm Primary School

Special Educational Needs & Disability Policy

Key people

SEND Coordinator:	Mrs Sheryl Duke
Inclusion Coordinator:	Mrs Shafina Cachra
Headteacher:	Miss Liz Ormonde
Chair of Governors:	Mrs Sarah Rickayzen and Mr Singh
SEND governor:	Mr Singh

Aims and Objectives of Our School

At Eastbury Farm we believe that each pupil has the right to learn, feel safe and be happy. We aim to nurture and educate our pupils to ensure they grow to become confident, responsible and respectful citizens. We actively encourage parents/carers to be involved in the education of their child/ren and see effective home-school partnerships as key to pupil progress.

A definition of Special Educational Needs or Disability

At Eastbury Farm we recognise the definition of Special Educational Needs and Disability (SEND) in the SEND Code of Practice (Department of Education 2015), in which a child is considered to have special educational needs if they have:

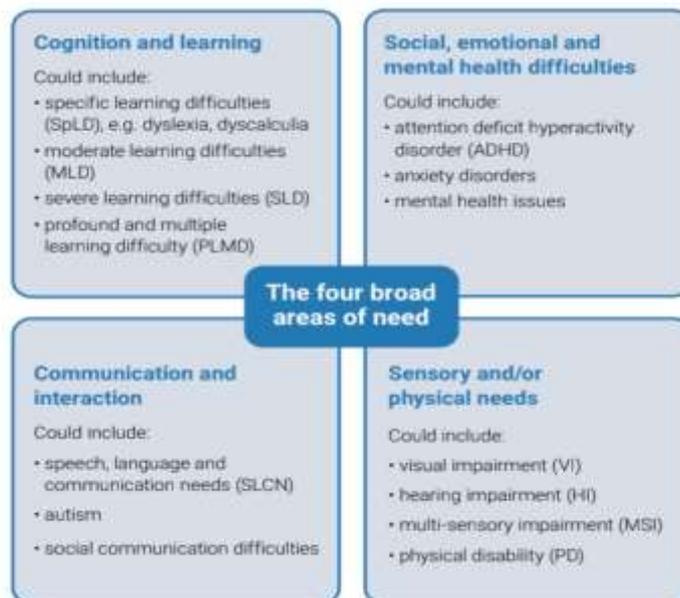
- a significantly greater difficulty in learning which prevents them from fully accessing the curriculum in comparison with the majority of their peers
- a disability which either prevents or hinders the child from making use of the educational facilities provided for children of the same age in comparative schools

To meet the needs of children with special educational needs, Eastbury Farm Primary School aims to provide special educational provision as defined in the SEND Code of Practice:

- an educational provision which is additional to, or different from, that made generally for children or young people of the same age by mainstream schools.

In accordance with the SEND Code of Practice (Code of Practice 6.23), we are aware that 'slow progress and low attainment does not necessarily mean that the child has SEN and should not automatically lead to a pupil being recorded as having SEN'.

There are four areas of need as identified in the SEND Code of Practice 2015:



Aims and objectives of the Special Educational Needs and Disability (SEND) Policy

This policy is part of Eastbury Farm Primary School's strategy to promote the inclusion of all pupils.

At Eastbury Farm our vision is for all pupils, including those with SEND, to leave having reached their full academic and emotional potential. This is achieved through quality first teaching, targeted and specialist provision that meets their specific, individual needs. All staff are ambitious about the outcomes, progress and attainment of pupils with SEND.

Pupils with SEND may require additional support because of physical difficulties, learning difficulties, social, emotional and mental health difficulties or a combination of these. Many of these pupils may require help throughout their time at school, while others may need a little extra support for a short period of time.

To help all children in our school achieve their potential, teachers must recognise children's individual needs and plan accordingly. Our school aims to provide access to the National Curriculum to all children.

The aims of the SEND Policy are:

- to ensure that all aspects of the SEN and Disability Act are implemented across the school for the benefit of all children
- to ensure all teachers are aware that they are responsible and accountable for the progress and development of all pupils in their class, including those with SEND, as described in paragraph 6.36 of the SEND Code of Practice
- to ensure that all teachers provide a broad and balanced curriculum to all pupils which is suitable to their learning needs, appropriately adapted and enables pupils to fulfill their potential
- to identify the needs of pupils and implement the necessary support as early as possible
- to monitor the impact of support in place and adjust it accordingly
- to ensure staff are made aware of strategies and resources available in school to support the educational provision for children with SEND to ensure that effective communication takes place between parents/carers so they are aware and understand the provision which has been put in place to meet the needs of their children
- to ensure parents/carers feel involved and know how to support their child
- to ensure children with SEND are involved in the planning and are part of the decision-making process which directly affects their education and development, as far as is appropriate
- to provide pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate

- to ensure the INCo and SENCo work effectively with the Local Authority and relevant external specialists, using a multi-agency approach, to support children making less than expected progress despite tailored additional support being in place

Responsibilities and arrangements for the co-ordination of SEN provision

Provision for pupils with SEND is the responsibility of all school staff.

The Headteacher, supported by the INCo, SENCo and the Senior Leadership Team, has the overarching responsibility for the management, finance and delivery of SEND provision.

The Governing Body and the Headteacher, in consultation with the INCo and SENCo, determine the SEND policy and the co-ordination of provision for pupils with SEND, ensuring inclusive access to the curriculum.

The **Governing Board** is responsible for:

- ensuring SEND provision is an integral part of the school's strategic plan
- ensuring the necessary provision is made for any pupil with SEND
- ensuring they have up to date knowledge of SEND provision within the school
- liaising with the Headteacher, INCo and SENCo
- being fully informed about SEND issues and are familiar with the requirements of the SEND Code of Practice (2015)
- ensuring the quality of SEND provision is regularly monitored
- ensuring the INCo and SENCo monitors the progress of vulnerable children and children with SEND

The Inclusion Co-Ordinator is responsible for:

- supporting and liaising with the SENCo
- having oversight of the school's provision for pupils in need of additional support by maintaining a monitoring list and overseeing provision maps
- supporting staff to use the flow chart of identification of need and next steps
- supporting staff when a need is identified and/or pupils are making less progress and/or pupils are working below age related
- carrying out observations of pupils and planning next steps
- liaising with parents/carers of children in conjunction with their class teacher
- ensuring parents/carers can discuss their child's needs and contribute to the discussion when agreeing provision
- ensuring teachers have access to appropriate resources and materials for use with pupils
- ensuring teaching assistants are deployed effectively for the benefit of all children
- alongside the SENCo overseeing the whole school provision menu
- alongside the SENCo oversee and monitor class provision maps
- tracking the progress of pupils
- providing support for short-term issues that may affect a pupil's wellbeing, e.g. short-term behavioural issues not classified as SEND
- working with external agencies

*Pupils in need of additional support may include bilingual pupils, service pupils, pupils not reaching academic milestones, pupils undergoing short term trauma or adverse childhood experiences (ACEs), pupils looked after

The Special Educational Needs Co-Ordinator is responsible for:

- overseeing the management and operation of the SEND policy
- coordinating the provision of children with SEND
- helping staff to identify pupils with SEND through the flow chart of identification of need and next steps

- discussing with class teachers and carrying out observations of pupils with SEND and planning next steps
- liaising with external agencies to support the assessing and development of children with SEND
- ensuring a 'multi agency approach' is implemented when addressing and co-ordinating the provision for pupils with SEND
- liaising with parents/carers of children with SEND, in conjunction with their class teacher
- ensuring parents/carers can discuss their child's additional needs and contribute to the discussion when agreeing provision
- maintaining the school's SEND register
- ensuring teachers have access to appropriate resources and materials for use with pupils with SEND
- ensuring teaching assistants are deployed effectively for the benefit of all children, particularly those with SEND
- support teachers to write and keep updated their APDR cycles
- alongside the INCo overseeing the whole school provision menu
- alongside the INCo oversee and monitor class provision maps for pupils with SEND
- advising teachers and teaching assistants on appropriate interventions to target the specific needs of children with SEN
- assisting the class teacher in monitoring and tracking the progress of pupils with SEND
- reporting to the governing body on SEND and current provision
- adhere to Local Authority procedures for children with SEND including Annual Reviews of Education Health and Care Plans (EHCP's)

The SENCo and INCo have Qualified Teacher Status and have achieved the National SENDCo Award accreditation.

Class teachers are responsible for:

- providing Quality First Teaching to include all pupils and for providing an appropriately adapted curriculum
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- follow the flow chart for the identification of need and next steps
- identifying the individual learning needs of pupils and adapting their teaching accordingly
- to plan an adapted curriculum and additional support and record this on their class provision maps and APDR cycles
- giving feedback to parents/carers of pupils with SEND
- ensuring the Headteacher, SENDCo and/or INCo and other members of staff are made aware of children's needs
- assess the attainment and track the progress of pupils with SEND

Learning support staff should:

- provide feedback to teachers about pupils' progress during lessons and/or interventions
- prepare resources for the children with whom they are working, as directed by the class teacher, SENDCo and/or INCo

Admission arrangements

- admission arrangements for children with additional educational needs are the same as those in place for children without SEND (see Admissions Policy)

- children who have an Education Health and Care Plan are at the top of the list of criteria used in the allocation of school places (see Hertfordshire's Admission Arrangements)
- we do not discriminate against children with disabilities. We aim to make reasonable adjustments to remove barriers to learning and ensure they receive effective inclusive educational provision

Identification, assessment, monitoring and review of pupils with SEND

- Eastbury Farm provides a broad and balanced curriculum for all children
- Quality First Teaching, adapted for individual pupils, is the first step in responding to all pupils including those who have or may have SEND
- A child may already have an identified need when they join us. They may have a SEN support plan or Educational Health Care Plan (EHCP). This information is used to inform staff of the needs of the child and ensure continuity of care
- Teachers are responsible and accountable for the progress and development of the pupils in their class, with support from teaching assistants or specialist staff
- Progress of all children is monitored by class teachers regularly. Early identification is paramount, and therefore staff working in our school monitor the children's progress carefully. The Senior Leadership Team alongside the INCo monitors every child's progress with teachers at termly Pupil Progress Meetings (PPM). When a child is not making expected progress, the school can quickly make provision for additional support.
- When staff identify a need they follow a flow chart to identify the next steps and then follow this process to put in some additional support
- Staff record the universal, targeted and specialist provision on their class provision maps

SEND Support

- Where the identified need has not been addressed or the pupil continues to make inadequate progress, despite discussions with parents/carers, high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCo, should assess whether the child has a SEN
- Once a potential Special Educational Need is identified, the child will be placed on our SEN register
- Class teachers, alongside the SENCo identify and support children who have SEND through a process outlined in the Code of Practice known as the Graduated Approach. Provision and progress will be outlined and evaluated in the pupil's individual SEN Support Plan termly meeting with parents/carers.
- The graduated approach principle is based on the following four-part cycle:

Assess - teachers, SENDCo/INCo with the support of parents/carers and/or outside agencies, use a range of assessment tools to identify children's strengths and additional needs

Plan - teachers adapt the curriculum, adapt resources, provide small group work, one to one support, reasonable adjustments, keep ups, pre-teaching and/or targeted interventions to meet children's additional needs

Do - teacher and/or support staff carry out the necessary adaptations/interventions

Review - teachers, teaching assistants, SENDCo/INCo with the support of parents/carers and/or outside agencies, review the impact of interventions carried out and strategies implemented and decide on next steps

- Class provision maps record an overview of the needs and provision across each class.
- Where a child continues to make little or no progress, despite support that is matched to the child's area of need, the school should consider involving specialists.
- Parents/carers are always consulted, and consent is sought before consulting the following outside agencies:
 - DSPL 9 (Delivering Special Provision Locally)
 - Mental Health Support Team (MHST)
 - Educational Psychology Service
 - Chessbrook Outreach Team
 - Colnbrook Outreach Team
 - Advisory Teachers

- Speech, Language and Communication Team
- Sensory and Physical Impairment Team
- Specific Learning Difficulties Team
- Hearing and Visual Impairment Services
- School Nursing/Health Visitor
- Children's Wellbeing Practitioner
- Speech and Language Therapists
- Occupational Therapists
- Child and Adolescent Mental Health Services (CAMHS)
- Step 2 - ADHD pre-screening
- School Family Worker through South West Herts Partnership
- Therapeutic Thinking

Education, Health and Care Plans (EHCPs)

- Most children and young people with additional needs can be supported without an EHCP
- When a child's needs are more complex a request for an Educational Health Care assessment, to see if an EHCP is the next step will be made to the Local Authority
- The request can be made by the parent /carer and the school. As per the guidance, EHCP's are completed in partnership with the school and the parents/carers.
- If the local authority agrees that the child has needs which require an EHCP, the school will work with the local authority, parents/carers and any professionals involved to outline the child's strengths, needs and the necessary provision
- The EHCP will include specific aims (long term targets) and outcomes (short term targets). EHCPs are reviewed annually through the statutory Annual Review process.

Allocation of Resources

Schools in Hertfordshire receive funding for pupils with SEND:

- Funds are available through the school budget
- SEND budget and Pupil Premium is available for additional support. The Headteacher, in consultation with the Senior Leadership Team, will determine the allocation of the SEND budget according to need and availability of funds
- Additional funds are allocated through EHCPs, or for children without EHCPs, Local High Needs Funding can be applied for under certain circumstances

Provision for children with SEN and those needing additional support is recorded on a class provision map.

Monitoring and Evaluation

The Headteacher and SENDCo/INCo, along with the Senior Leadership Team, evaluate and monitor the impact of the SEND provision.

Provision for children with SEND is evaluated through:

- reviewing class provision maps
- monitoring of classroom practice by the SENCo and subject leaders
- Pupil Progress Meetings (PPM)
- APDR process
- EHCP annual reviews

Complaints procedure

- We encourage parents/carers to address any worries or concerns promptly, initially with your child's class teacher. This can be done by contacting the school office and requesting an appointment with them

- The school office is open from 8.30 am to 4.00 pm each day. Please call us on 01923 824543 (messages can be left on the school answerphone out of school hours) or email us at admin@eastburyfarm.herts.sch.uk to talk to us or to make an appointment
- Key information can be found on the school website <https://www.eastburyfarm.herts.sch.uk/>
- If a parent /carer is not able to speak to the class teacher or is not satisfied with the teacher's response, please contact the SENCo (Mrs Duke), the Deputy Head Teacher/INCo (Mrs Cachra) and/or the Headteacher (Miss Ormonde)
- The school SENCo (Mrs Sheryl Duke) and can be contacted through the school office on 01923 824543 or by email on admin@eastburyfarm.herts.sch.uk, her usual working days are a Tuesday and Wednesday
- The school INCo (Mrs Shafina Cachra) can be contacted through the school office on 01923 824543 or by email on admin@eastburyfarm.herts.sch.uk
- The Headteacher (Miss Ormonde) can be contacted through the school office on 01923 824543 or by email on admin@eastburyfarm.herts.sch.uk
- We pride ourselves on working closely with parents/carers to achieve the best outcomes for our pupils. Your comments are helpful for future planning and can be emailed to admin@eastburyfarm.herts.sch.uk
- In the event of a formal complaint parents/carers should follow the procedure outlined in the school's complaints policy which is available on the school website.
- The school SEN Governors are also available to offer support. Email admin@eastburyfarm.herts.sch.uk
- Impartial information, advice, and support service (SENDIASS) can also offer advice. They can be contacted at sendiass@hertfordshire.gov.uk

Staff Training and Professional Development for SEND

- We are constantly updating the Continuing Professional Development (CPD) plan based on the needs of the present cohort of children and the professional development needs of the staff to ensure quality provision. The Teaching Assistants have a range of knowledge and skills and attend courses to update their skills according to the needs of the children they are supporting.
- Mrs Duke, the school SENCo is a qualified teacher, and regularly attends courses and training to ensure that her knowledge of SEND remains up to date. She shares her training with staff as appropriate.
- The link governor meets with the SENDCo and INCo once per term.

Transition

- Transition is a part of life for all children, whether it involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children but especially so for a pupil with SEND and we therefore work closely with parents/carers, children and staff to ensure these transitions run as smoothly as possible.
- In Early Years, there is a phased transition. School staff will organise stay and play sessions, school visits, individual meetings and contact or visits to the child's current setting, if possible, to gather more information about the child to ensure a smooth transition.
- For in year transitions from other settings, we provide a comprehensive school induction programme.
- Transitions from year to year, teachers meet and discuss their class provision maps and/or SEN support plans to share the strengths and needs of all the pupils in their class. Pupils visit their new class teacher during transition day in July.
- In Year 6, receiving secondary schools visit and/or call in the summer term to meet with class teachers and children. Children also attend their secondary schools to familiarise themselves with the environment during transition day in July. The SENCo discusses each child on the SEND register with the receiving school's SENCo and all records including SEN support plans and EHCPs are passed on. Additional support is provided as necessary for those with SEND including additional visits to the new setting and targeted transition programmes.

Working in partnership with parents/carers and children

The school works closely with the parents/carers of children with SEND and recognises that they have much to contribute in the support we provide for their children. We aim to develop successful relationships with parents/carers by:

- making parents/carers always feel welcome
- offering parents/carers the opportunities to discuss their child, both formally and informally
- keeping parents/carers informed of their child's progress and needs
- ensuring parents/carers feel listened to when they have concerns
- supporting parents/carers in accessing available services
- providing all information in an accessible way
- working effectively with other agencies supporting children and their families

We recognise that pupils have a right, where appropriate and possible, to be part of the decision-making process which determines the provision in place for them. We do this by involving pupils in:

- allowing them to express their views regarding their education and learning through pupil voice
- working with their teachers in agreeing next steps
- providing evidence for SEN support and EHCP reviews

Although every effort is made to involve pupils, the extent of their involvement will depend largely on their age and ability.

Equality

In accordance with the Equality Act 2010 we aim to:

- eliminate discrimination, harassment, victimisation, and any other unlawful conduct under the Equality Act
- promote a positive attitude towards disabled people
- promote participation in all aspects of life by disabled people
- promote equality of opportunity between disabled people and other people
- taking steps to meet disabled people's needs
- ensuring all disabled people, children and adults, are aware that we will ensure to assist them in accessing any material they are not able to access independently
- ensure all reasonable adjustments are made to help disabled people access all school facilities

Review of policy- This policy will be reviewed annually by the Governing Body and the school's Senior Leadership Team or sooner in the event of changes to legal requirements.