

Newberries Primary School



Special Educational Needs and Disability Policy

Play Together, Learn Together, Achieve Together, Grow Together

Updated: March 2026	Review Date: March 2027
Headteachers Name:	N Peters & A Traxon
Headteachers Signature:	<i>N Peters & A Traxon</i>
Chair of Governors:	J Handel & F Pang
Chair of Governors Signature:	<i>J Handel & F Pang</i>

STATUS - Statutory

Mrs Webster-Smith is the school's SENCo. She has achieved the National Award for SEN. She also has a degree in Psychology with Childhood Studies, and a Masters degree in Child Development.

Mrs Webster-Smith's working days are Tuesdays and Wednesdays. Mrs Webster-Smith can be contacted via the School Office by emailing admin@newberries.herts.sch.uk or by calling 01923 857180.

PURPOSE

This policy is regularly reviewed and has been written in line with the 2014 SEND Code of Practice which was updated in January 2015.

Newberries School believes that each pupil has individual and unique needs. We offer a broad and balanced curriculum for all children; however, some pupils require more support than others to achieve their full potential. Many pupils with a Special Education Need and Disability (SEND) may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome their barriers to learning. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

At Newberries School we have children with a wide range of needs; children with specific and general learning difficulties, children with speech, language and communication difficulties, children with emotional, social and mental health difficulties, sensory difficulties, physical difficulties and children with medical needs and disabilities.

AIMS

Newberries School aims to provide all pupils with strategies to support their needs in an encouraging environment, and to give them meaningful access to the National Curriculum.

In particular we aim to:

- raise the achievement and success of **all** pupils;
- promote individual confidence and a positive attitude;
- recognise the importance of early intervention, identifying and responding early to a pupil's special educational needs, assessing, recording and regularly reviewing their progress;
- Support all pupils, whatever their needs, to access educational provision through a broad and balanced curriculum that is scaffolded and, where necessary, adapted.
- recognise the significance of teaching and learning styles in overcoming barriers to learning;
- involve parents/carers in planning and supporting at all stages of their child's development;
- work collaboratively with parents, other professionals and support services;
- give pupils with SEND opportunities to take part in all aspects of the school's provision, by making reasonable adjustments;
- ensure that all students are supported through transition into secondary school settings.

RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy. It should also be read alongside the SEN Information Report.

ROLES AND RESPONSIBILITIES

Provision for children with SEND is a matter for the school as a whole. It is the class 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. All staff in the school 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. All staff are also responsible for following the school's procedures for identifying, assessing and making provision to meet those needs as part of the graduated approach.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The four broad 'areas of need' (as outlined in the Code of Practice 2015) are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Newberries Primary School, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEND is built into the school's overall approach to monitoring the progress and development of all pupils. The benefits of early identification and making effective provision have been proven to improve the long-term outcomes for the child. There are a number of ways a child may be identified as having special educational needs.

- The school assesses each pupil's current skills and levels of attainment on a termly basis, alongside keeping records received from previous year groups and Key Stages.

Termly Pupil Progress Meetings are held in which class teachers and senior leaders, including the SENCo, analyse the assessment data of every pupil. During these meetings every child's attainment and progress are discussed. These meetings further support the identification of pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the child's previous rate of progress
- Does not close the attainment gap between the child and their peers
- Widens the attainment gap

When a child is making less than expected progress in relation to their age and individual circumstances, further investigations are carried out. This can include progress in areas other than attainment, for example with wider development or social needs.

- Teachers and teaching assistants, alongside the Special Educational Needs Co-ordinator (SENCo), use their experience and professional expertise to identify learning needs and suggest appropriate action.
- Communication with parents helps to develop a good understanding of the pupil's areas of strength and difficulty and the parents' concerns.

SUPPORT FOR PUPILS WITH SEND

Newberries Primary School follows a graduated approach to SEN Support, as set out in the Special Educational Needs Disability Code of Practice: 0-25 (2015). Within the graduated approach, the support provided takes the form of a four-part cycle: Assess, Plan, Do and Review.

Ordinarily Available Provision

Hertfordshire's Ordinarily Available Provision Guidance gives examples of adaptations and reasonable adjustments that are part and parcel of everyday high-quality inclusive provision. Section 1 of the guidance suggests strategies, approaches to teaching, and adaptations to the learning environment in order to enable early years settings, mainstream schools, and colleges to create a positive, supportive, and inclusive environment for all children and young people. Section 2 of the guidance explores other more deliberate and targeted approaches across the four broad areas of need.

Ordinarily Available provision should be available for all pupils.

The Pupil Snapshot (See Appendix 2)

Where progress continues to be less than expected, the class teacher, working with the SENCo or inclusion/pastoral lead, should start to consider the use of additional strategies or alternative resources to support the child and their needs and to accelerate progress. Staff will work in partnership with parents to identify the best way to support the pupil's needs.

For some pupils a Pupil Snapshot will be created which outlines the pupil's needs and identifies the strategies and support the pupil will receive. The Pupil Snapshot will be reviewed within Pupil Progress Meetings and feedback about the impact of the support will be shared with parents during parents evenings.

For some children, progress may still be less than expected despite high quality teaching, scaffolded learning and alternative resources and strategies. When this happens, a Support Plan will be created.

The Support Plan (See Appendix 3)

As part of the graduated approach, some children will have a Support Plan. These plans set out the child's identified needs, their strengths and provision in place for them. They also include SMART targets. When a Support Plan is written, the parents/carers are invited to discuss and agree the targets with their child's class teacher, as well as recording their own involvement in them. When the Support Plan is reviewed, a meeting is arranged between the class teacher, pupil and parents/carers to discuss progress made and to set future targets. The SENCo may be present at these meetings if specifically requested by the parents or teacher.

If a school decides to provide a pupil with SEND support, the parents will be notified. Joint outcomes will then be set in partnership with parents. Parents and the school will then discuss the activities and support that will be put in place to help the outcomes be achieved.

The responsibilities of the parent, the pupil and the school will also be identified. Support will then be put in place and it will be reviewed to see if the outcomes have been achieved.

Referrals to external agencies might be made following a cycle of assess, plan, do and review if additional support and strategies are required to help a child make progress. The school will work in partnership with parents during the referral process. A list of external agencies that Newberries school works with can be found later in this policy.

The Education Health Care Plan

Herts Grid for Learning Website March 2026 States that:

An education, health and care plan (EHCP) is a legally binding document that:

- describes all of the special education, health and care needs of the child or young person which relate to their disability
- sets out all of the extra help and support they will need to overcome barriers to learning
- identifies meaningful education and other outcomes they would like to achieve as they prepare for adult life.

It explains that Most children and young people with additional needs can be supported without an EHCP.

When a child's needs are more complex and can't be met by their nursery, school or college, a request for an EHC assessment can be made, to see if an Education Health and Care Plan is the next step.

A request for an EHCP is made to the local area SEND Team. As part of the EHCP referral process, information will be gathered relating to the current provision provided, action points that have been taken and the impact that they have had. A local multi-agency group will decide whether the child is eligible for an EHC Plan.

Responsibilities

The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body has identified a governor to have a specific oversight of the school's inclusion provision including the provision for children with SEND; his name is Cassie Harris.

The **Governing Body** will ensure that:

- SEND provision is an integral part of the School Improvement Plan;
- provision is provided for pupils with SEND and is tailored to their individual needs;
- pupils with SEND join in the school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;

- they are fully informed about SEND concerns or updates, so that they can play a major part in school self-review;
- they work alongside the SENCo and Headteachers to oversee staffing and funding arrangements, and the school's work for pupils with SEND;
- the quality of SEND provision is regularly monitored through school visits, discussion with the SENCo and Headteacher and feedback from children and parents;
- they, and the school as a whole, are involved in the development and monitoring of this policy.

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, alongside the SENCo;
- working closely with the SENCo within school;
- ensuring all staff are aware of the need to identify and make suitable provision for pupils with SEND;
- managing the SEND budget, with reference to the SENCo and ensure the Governors are kept informed of this;
- 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 **Special Educational Needs Co-Ordinator (SENCo)** is responsible for:

- overseeing the day-to-day operation of this policy within the school;
- ensuring that an agreed, consistent approach is adopted by all members of staff;
- monitoring and supporting identification and progress of children with SEND;
- carrying out or organising assessments and observations of pupils with additional needs;
- maintaining the school's SEND register and records;
- ensuring effective liaison between class teachers and parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved in the process;
- identifying professional development needs of all staff and organising/ leading appropriate INSET;
- liaising with outside agencies, arranging and attending meetings, and providing a link between these agencies, class teachers, pupils and parents;
- providing external agencies with feedback from the class teacher about the impact of any strategies and interventions that they have recommended;
- completing requests for Statutory Assessment, outside agency support or Focussed Intervention Funding (FIF);
- holding Education Health Care Plan (EHCP) Review Meetings and providing County with feedback from these meetings;
- keeping informed of any new documentation and informing staff;
- supporting class teachers in writing of Support Plans including setting of SMART targets;
- supporting good practice in the classroom, in using a range of teaching and learning styles;
- advising on appropriate resources and materials for use with pupils with SEND and on the effective use of personnel in the classroom;

- management and organisation of Teaching Assistants across the school, working with SEND pupils;
- organising resources available to support learning, including ICT;
- supporting teachers in applying Hertfordshire Therapeutic Thinking (formerly Herts STEPS) strategies to support a pupil's social and emotional development;
- working with the inclusion/pastoral lead to support teachers in completing Hertfordshire Therapeutic Thinking (formerly Herts STEPS) documentation such as Roots and Fruits, Anxiety Maps and Risk Reduction Plans;

Class Teachers are responsible for:

- early identification of pupils with SEND;
- providing opportunities for all pupils to access Ordinarily Available Provision in the classroom;
- providing an appropriately scaffolded curriculum, drawing on support from the SENCo for appropriate strategies to support inclusion;
- writing of Support Plans and Pupil Profiles, with support from SENCo;
- reviewing Support Plans and Pupil Profiles and providing feedback to parents;
- giving feedback to parents of pupils with SEND;
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND;
- keeping the SENCo informed of updates for pupils with SEND;
- attending Education Health Care Plan (EHCP) Review Meetings and provide updates about the child's progress;
- providing Teaching Assistants with clear and specific guidance for working with SEND pupils;
- setting SMART targets for pupils with SEND;
- using a range of teaching and learning styles in the classroom to best support the needs of the children;
- the use of appropriate resources and materials for pupils;
- following the advice provided by external professionals and assessing the impact of the strategies/interventions that have been suggested;
- providing the SENCo with feedback about the impact of the interventions and strategies provided by external professionals;
- using Hertfordshire Therapeutic Thinking (formerly Herts STEPS) in order to support a pupil's social and emotional development
- Hertfordshire Therapeutic Thinking (formerly Herts STEPS) documents such as roots and fruits and anxiety maps when pupils need additional emotional support.
- monitoring SEND pupils and track their progress towards reaching their full potential in terms of learning and social and emotional development.

Teaching Assistants and Learning Support Assistants should:

- be fully aware of this policy and the procedure for identifying, assessing and making provision for pupils with SEND;
- follow teacher guidance, support children's needs in and out of the classroom;
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies;
- Use Hertfordshire Therapeutic Thinking (formerly Herts STEPS) strategies in order to support a pupil's social and emotional development.

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 event of a complaint parents should follow the procedure in the School's complaints policy.

ARRANGEMENTS FOR MONITORING AND EVALUATION

The success of the School's SEND policy and provision is evaluated through school self-evaluation and reporting activities, including:

- monitoring of classroom practice by the SENCo, Subject Leaders, Senior Leadership Team (SLT) and Governors;
- analysis of pupil tracking data and test results for individual pupils and for cohorts;
- termly pupil progress meetings;
- attainment and progress data for pupils on the SEN Register;
- 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 reviewing support plans and targets, revising provision and celebrating success;
- Feedback from pupils.

WORKING IN PARTNERSHIP WITH PARENTS/ CARERS

The school has an 'open door' policy to enable good communication between home and school. There are also two consultation evenings per year, an annual written report, termly class Curriculum Overviews and a Meet the Teacher session in the Autumn Term.

- Teachers make contact with parents whenever there is a concern about a pupil. All teachers take parents'/carers' views and concerns regarding their children's education seriously;
- Support Plans are reviewed on a termly basis;
- Annual Review Meetings for pupils with an Education health Care Plan (EHCP) are arranged and co-ordinated by the SENCo, in discussion with the class teacher;
- Parent/carers are always asked permission before referrals to any other professionals, unless there is a Child Protection issue;
- Parents have a responsibility to communicate regularly with the school to alert staff to any concerns; and to fulfil their obligations as set out on the Home/School Agreement;
- Parents/carers of pupils with SEND are informed by the class teacher as to the nature of the need and the level of graduated response.

In School Visits from Private Professionals

If parents feel that their child would benefit from receiving in school support from a private professional, they need to request a meeting or a phone call with the SENCo to discuss what this support might look like. The SENCo will then meet with the Headteachers to discuss the request.

However, we strongly advise parents to book sessions with a private professional outside of the school day to avoid a child missing out on the curriculum being delivered in school and are therefore only considered in extenuating circumstances.

There are a variety of factors that will be considered before support from a private professional in school can be agreed:

- The individual needs of a pupil and if they are currently on the SEND register
- The impact on the child's education if they are regularly missing the curriculum being delivered in school
- The duration and frequency of the visits from a private professional
- The space that is available in school

When a parent makes a request for staff to complete referrals or paperwork from private professionals, we require a minimum of 2 weeks to complete the paperwork, though this may be longer if the information required from the professional requires information that involves additional assessment to take place.

PUPIL PARTICIPATION

All pupils are made aware of their targets at a level appropriate to their needs. Pupils with Support Plans are encouraged to contribute to the document, consider their strengths and areas for development, and attend the review meeting with their teacher and parents/carers. Pupil voice is sought in a number of ways, including: self-evaluation, questionnaires on aspects of the curriculum and provision received.

SUPPORT SOURCES

The school does not have a specialist unit attached, but works in partnership with a wide range of support services through the LEA, together with other agencies. These include:

- Family Support Worker
- DSPL 9
- Social Services
- School Nurse
- Visual Impairment Team
- Physical Neurological Team
- Hearing Impairment Team
- Speech & Language Therapists
- Occupational Therapists
- Chessbrook Outreach Support
- Colnbrook Outreach Support
- The Acorn Centre
- Specialist Advisory Teacher (Speech, Language, Communication and Autism)
- CAMHS
- Ask SALI
- Specialist Early Years SEND Practitioners/ Early Years Inclusion Specialists
- Early Years Emotional Wellbeing and Behaviour Specialists

PARTNERSHIP WITH OTHER SCHOOLS

The school liaises closely with Infant schools and Secondary schools to ensure the easiest possible transition from Infant through Junior and on to the secondary phase. In Year 3, the teachers and SENCo meet with the Year 2 teachers for the transfer of information and the children

visit the Juniors. In Year 6, the Year 7 tutor and/or the SENCo from most schools visits the school for the transfer of information and to meet the children. The Year 6 teacher and/or the SENCo discuss each child plus relevant information is passed on. All records (assessments and SEN records/Support Plans) are passed on.

When a child transfers to another primary school, special school or unit, records are forwarded promptly to ensure minimum disruption.

ADMISSION ARRANGEMENTS

The school follows LEA and agreed admission and equal opportunities policies with regards to pupil admissions to the school. It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

BUILDING ADAPTATIONS/SPECIAL FACILITIES

There are a number of areas in the school where group work, or 1:1, nurture, parental meetings/consultations can take place and which the support services can use.

The school is built on one level with access for wheelchair users. There is a wide disabled toilet for pupil/ adult use.

Appendix 1 - Acronyms

CAMHS – Child and Adolescent Mental Health Services

ICT – Information Communication Technology

EHCP – Education Health Care Plan

INSET – In Service Training

LEA – Local Education Authority

SEN – Special Educational Needs

SENCo – Special Educational Needs Co-ordinator

SMART – Specific, Measurable, Achievable, Realistic, Time relevant



Pupil Snapshot

Name _____ Year Group _____

DOB _____

Pupil Snapshot Number _____ Date Snapshot Completed _____

Area of Need (Please Highlight)	Strengths	Areas to Develop
Communication and Interaction		
Cognition and Learning		
Social, Emotional and Mental Health		
Sensory and/ Physical		

Trigger/Barrier to learning	Strategies/Reasonable Adjustments

Current External Professional Involvement (Please include dates of report)	Previous External Professional Involvement (Please include dates of reports)

Appendix 3 - Support Plan

Plan Number	My Name:	My Teacher's name:	What are my successes?
	My Birthday:	My class:	
My School: Newberries Primary School			
How do I learn best at school?		How do I learn best at home?	
Things I find difficult: 	My Target; 	Who will help me and when? 	What I Need to do to achieve my target: 
1.			
2.			
3.			
What I think about this plan:		Is there anything extra we could give you, or do for you, to help you? E.g. Equipment or adjustments	How can my parents/carers help me?
Signed by me:		Signed by my teacher:	Signed by my parents/ carers:

For my teacher to fill in...

SEN Support/EHC Number:	Date of Plan:	UPN	Profile:
Review Date: to reference to targets)	Outside Agency Involvement: (highlight		

**Blue sections are for the child to complete/give their views*