



SEND Policy

GEORGE STREET PRIMARY SCHOOL
"Believing in Every Child"

Approved by

Head Teacher: Angela Hughes

Governing Body:

Last reviewed on: September 2025

Next review due by: September 2026



Special Educational Needs and Disability Policy

This policy should be read in conjunction with our SEND Information Report which is located under the SEND page on our website and within the SEND Code of Practice 0-25 Years statutory guidance.

We believe that every child has an entitlement to achieve to their full potential. We are fully committed to promoting inclusion of all children and we strive to develop an environment where all children can feel safe, belong and flourish. We offer a curriculum that excites, enables and inspires children to achieve well by creating high quality learning experiences. We are committed to giving all children, every opportunity, to achieve the highest standards. We provide the necessary support to enable individuals to gain equally from the opportunities they offer.

Aims:

At George Street Primary School we aim to:

- raise the achievement of all children, including those with a learning difficulty, disability or special educational needs;
- personalise provision to enable all children to achieve their full potential;
- recognise and assess additional needs, putting appropriate and timely intervention in place to ensure that everything is done to remove barriers to learning at the earliest opportunity;
- actively involve parents and carers in the decisions affecting their child's education; and,
- seek children's views at all stages of their education.

In order to achieve these aims we will ensure that:

- all adults have the highest aspirations for every child;
- provision is responsive and well matched to children's needs;
- extended services provision makes a difference to outcomes for children and their families;
- pupil's views are used to inform school improvement planning;
- every child is able to access all areas of school life.

What is Inclusion?

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any child,

irrespective of age, ability, gender, ethnicity, language and social background, and maximising of resources to reduce these barriers.

Pupils with special educational needs

Curriculum planning and assessment for pupils with special educational needs will take account of the type and extent of the difficulty experienced by the pupil. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention, following advice and support from external professionals as described in the SEN Code of Practice or, in exceptional circumstances, with an Education, Health and Care Plan (EHCP). Teachers and teaching assistants will, where appropriate, work closely with other agencies who may be supporting the pupil. The range of provision to support children with special educational needs and disabilities is available on our website (see SEND Information Report on the school website). This is updated annually by our school's SENDCo so that parents, carers and visitors are aware of the provision and support available at George Street.

Pupils with disabilities *(See also Equality Statement and Objectives)*

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Some pupils may have a neurodiversity, such as autism or ADHD or other barriers to their learning. Teachers will make adjustments, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the national curriculum and the statutory assessment arrangements.

Identification and Assessment of Needs

George Street is committed to the early identification of additional needs and adopts a graduated response to meeting these, in line with the Code of Practice. At George Street, we pride ourselves on recognising that children may need additional support with their learning early and we follow our procedures rigorously to ensure that all children can reach their potential.

Our system for identifying needs

Step 1:

If a teacher or a parent raises concerns that a child may have an additional need, a conversation will be held between the class teacher and the SENDCo. At this point, the child will be classed as being monitored. This will be the case for a term. The teacher will then set the child 1-2 SMART targets which will be worked on, during lessons where the child may be part of a focus group or during an intervention with the teacher or teaching assistant.

The child's target(s) will last for half a term to a term. These targets will be kept in a folder. Once this period has ended, it would be expected that the child is making some progress and they will not need further monitoring. If this is not the case, the child will then be added to the special educational needs register and a conversation will be held between the parents, teacher and SENDCo.

Step 2:

If it has been agreed that the child should be added to the special needs register, the child will have a maximum of 3 targets that will help them to make progress with their learning or with their behaviour. These will be reviewed at half termly intervals and new targets will be set. This will be done by the class teacher who will then meet with parents to share the new targets. Parents are welcome to share their views on the targets. The child will be aware of their targets in their purple folder and will be encouraged to work towards achieving these.

Step 3:

For some children, it may be necessary to involve external agencies so that as a school, we know how to best support the child and can gain specialist advice. The school has developed effective partnerships with external support services and these play an important part in helping the school identify, assess, plan and make provision for all pupils with additional needs.

These services include:

- Educational Psychologist
- Speech and Language Therapist
- Dacorum Educational Support Centre
- Occupational Therapist
- Advisory teachers
- School Nurse/Health Visitor
- Family Support Workers
- Attendance Improvement Officer
- Children's Services

Where more than one agency is involved, a 'Families First Assessment' will be used to ensure that all professionals work together to realise better outcomes for the child and their family. In this case, we would normally refer to Family First Services to carry out a families first assessment.

Step 4:

In exceptional circumstances, some children may have an additional need which requires them to have long term support into adulthood. It may also mean that in the future, it may be beneficial for them to change schools to a specialist provision. If this is the case, the SENDCo will submit an application for an Education, Health and Care Plan (EHCP), with the child's parent(s). An EHCP is for children and young people aged up to 25 who need more

support than is available through quality first teaching, school support and interventions and the specialist advisory services.

Reasonable Adjustments

For some children, they may not have an additional need however, they require reasonable adjustments to be made for them to access work in the classroom. This can include; coloured overlays, coloured paper, a chrome book for word processing, ear defenders or pencil grips, wobble cushions, their own space. When a child has a reasonable adjustment in place, it is good practice to inform the parents, which we will always do. If a child has a reasonable adjustment in place, the child will not be added to the SEND register unless there is also a clear special educational need too.

The Role of the Teacher and SEND

Teachers have a responsibility to respond to the needs of all the pupils they teach by:

- adapting teaching to respond to the strengths and needs of all pupils
- knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrating an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

(Teachers Standards from September 2012)

The Role of Teaching Assistants

Class teachers are accountable for the progress of all pupils in their classroom. In order for teaching assistants to contribute to ensuring pupils have access to learning and make progress we will provide:

- performance appraisal, linked to pupil progress and individual TA's professional development;
- high quality training that takes account of the school's needs;

Teachers will make sure that adults work with all pupils to support and extend their learning, whilst fostering independence.

Monitoring and evaluation

Pupil Progress meetings are held every term. The progress of individual pupils is discussed and any additional provision needed to address barriers to learning is identified.

To provide a clear picture of the quality and consistency of inclusive practice across school, it will be monitored and evaluated through:

- classroom observation
- scrutiny of pupils' work
- discussion with pupils

Co-ordinating and Managing SEND

The Headteacher has overall responsibility for SEND. The school has a designated Special Educational Needs and Disability Co-ordinator (SENDCo) who is responsible for the day-to-day management of this policy.

The Governing Body has adopted the Local Authority admissions criteria which do not discriminate against pupils with SEN, additional needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has an Accessibility Strategy which is related to this policy.

The governors will ensure that inclusion is an integral part of the school improvement plan and will evaluate the effectiveness and success of this policy. The Governors' observations on the success of this policy will form the basis (together with the legally required financial information) of the special needs/inclusion section of the annual report to parents.

Complaints

In case of any difficulty with the provision made, class teachers should be the first point of reference for parents or carers. If these difficulties cannot be resolved, the school's Complaints Procedure will be followed. If independent disagreement resolution is requested, further information about this process will be made on request.

Special Educational Needs and Disabilities Information Advice and Support Service

SENDIASS provide impartial and confidential information, advice and support to parents and carers of children with special educational needs and disabilities and young people and children with SEND.

Email: sendiass@hertfordshire.gov.uk

Telephone: 01992 555847

Monday - Thursday 9.30am - 3pm, Friday 9.30am - 2pm