



Summerswood Primary School

Special Educational Needs and Disability Policy September 2026

This policy has been written with regard to the 2015 Special Educational Needs (SEN) Code of Practice: 0 to 25 Years, The Equality Act and the Children and Families Act 2014.

SENCO: Mrs Jenny Crabtree (NASENCo Award 2019)

SEN Governor: Mrs Paula Gregory

At Summerswood Primary School we endeavour to create a happy, caring and supportive school where all the children have the right to feel safe, happy and healthy. We provide a broad and balanced curriculum, scaffolding or where appropriate differentiating to enable every child to achieve as highly as possible to fulfill their potential and to become lifelong learners.

SEND Aims

At Summerswood Primary School we aim:

- To provide an inclusive, friendly and caring environment for all pupils
- To ensure that all children have access to quality first teaching. *'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.'* (Code of Practice (CoP 6.37))
- To identify children who may need additional support as early as possible
- To provide effective opportunities for every pupil and to have high expectations
- To set suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning
- To work in partnership with parents and carers encouraging an active and valued role in supporting their children
- To involve children in evaluating their progress and setting new targets
- To ensure that all staff have access to training and advice to support the children's learning
- To work closely with external agencies, where appropriate, to support the need of individual pupils.

Role of the SENCo

The key responsibilities of the SENCo include:

- overseeing the day to day operation of the school's SEN policy
- coordinating provision for children with SEN
- Liaising with and advising staff and parents on SEN
- Liaising with other schools and local secondary schools to plan and prepare for a smooth transition
- Record keeping for all children with SEN
- Monitor staff training for SEN.

Admission Arrangements

Summerswood Primary School is an inclusive school where all children are welcome. We do not have any SEN specialisms or units. Summerswood Primary School is predominately single story and supports wheelchair access. Some classrooms are situated upstairs and are accessible by lift. Disabled toilets are available. There are yellow paint markers and glass doors are marked with red triangles for those with visual impairment. Summerswood Primary School has regard to the Equality Act of 2010 *and 'makes reasonable adjustments... to ensure that disabled children... are not at a substantial disadvantage compared to their peers'.* (CoP intro xix). All members of the school community are welcome to inform the school of any disability they have.

Summerswood Primary School seeks to include children from all cultures and backgrounds, including disabled children and those with special educational needs. We are committed to providing equal opportunities regardless of race, faith, gender, social background or capability in all aspects of school life.

We respect that all children are different and are valued as part of the school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs
- Require different strategies to learning
- Learn at different rates
- May require a variety of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support to children with communication, language and literacy difficulties
- Planning to develop understanding to the use of senses and experiences
- Planning for activities which improved participation in learning
- Helping children to manage their emotions or their behaviour to improve learning outcomes.

Identifying Special Educational Needs

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (*CoP intro xiii*) A child has a learning difficulty or disability if he or she:

- 'has significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'. (*CoP intro xiv*)

Some children who have SEN may have a disability under the Equality Act 2010, that is a physical or mental impairment, which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. However, not all children who have a disability will have SEN.

Slow progress and limited attainment does not automatically mean that a child has SEN, but it can be an indicator of learning difficulties. Many children at Summerswood Primary School have English as an additional language and some experience difficulties due to limited English; however, this is not regarded as SEN. Care is taken to establish if there is a learning difficulty that is distinct from a child's command of English. For some children that main need is social or emotional and Summerswood Primary School would focus on the underlying cause (for example, communication, mental health issues) and work to support the child by addressing that need.

There are four broad areas of need identified in the code of practice:

- Communication and interaction (Speech, Language and Communication Needs, Autistic Spectrum Disorder)
- Cognition and Learning (moderate or severe learning difficulties, profound and multiple learning difficulties, specific learning difficulties such as dyscalculia and dyspraxia (developmental co-ordination disorder (DCD))
- Social, Emotional and Mental Health difficulties (including withdrawal or challenging behaviour, depression or anxiety, attention deficit or attachment disorders)
- Sensory and/all Physical Needs (visual, hearing or multisensory impairments, physical disability)

Provision for children with SEND is important to the whole school. The Governing Body the Headteacher, SENCo and in particular class teachers and teaching assistants have important day-to-day responsibilities.

It is important that child special educational needs are identified as early as possible and our several ways to do this include:

- Information from the previous school
- Pupil progress attainment and behavior logs
- Standardised tests
- the teachers assessment of the child
- the views and experience of the parents
- the child's own views
- Advice from external support services.

Teachers observe and assess the progress of all the children they teach and this provides information about areas of the curriculum where a child may not be progressing satisfactorily in spite of an appropriately scaffolded curriculum. All teachers differentiate work as a normal part of every lesson, to take into account the wide range of abilities. Provision maps record the range of support available in each year group. Children who are making less than expected progress are characterised by progress which:

- Is significantly slower than peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close an attainment gap

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents are consulted and the child will be monitored closely for a half term. If no progress is made after this time and the child is still experiencing difficulties then some additional SEN support may be offered in agreement with his or her parents. Parents will be informed either at parents' meetings (autumn and spring term) or during informal meetings to discuss their child's progress.

Children who do not make expected progress are placed on the SEN register at the single category of SEN support and a support plan is used to monitor progress towards short-term outcomes, which are discussed and reviewed with parents and the child each term. A child is removed from the SEN register when appropriate progress is made following discussions with the SENCo and parents. Support follows the graduated approach, which takes the form of a four-part cycle: assess, plan, do, review. (APDR) Thereafter, teachers and parents will review progress made and agree new targets once a term.

Assess The class teacher and SENCo analyse a child's needs, this may include looking at teacher assessment, prior progress and attainment, development compared to peers and national data, parents' views and advice from external agencies.

Plan Parents and staff working with the child are informed of their needs, intervention and support is selected to meet the outcomes identified.

Do The class teacher retains responsibility for the child's learning at all times; teaching assistants or specialist staff work closely with the class teacher when providing interventions, which may involve group or one-to-one teaching.

Review The effectiveness of the support is reviewed, during each term, and adapted as required.

The SENCo and class teacher will decide on the action needed to help the child progress. *'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'* (CoP 6.36)

Support may include:

- Extra assistance in the classroom
- Specialist equipment or learning materials
- Individual or small group support with a teacher or teaching assistant
- Staff training to develop strategies that are more effective.

External Support

Outside agencies are requested by the school if the child continues to make little progress despite considerable input. The external specialist may act in an advisory capacity, provides specialist assessments and/or teaching programmes or support the child directly. Agencies include:

- Health specialists e.g., Speech and language Therapy, Occupational Therapy, physiotherapy
- Specialist teachers for autistic spectrum disorders (ASD)
- Specialist teachers for Visual, Hearing or Physical and Neurological Impairment
- School nurse
- Child and adolescent mental health services (CAMHS)
- Special school Outreach
- Counselling
- Attendance officer
- Virtual school for child children looked after (CLA)
- Family Support Teams

Education, Health and Care Plans (EHCP)

Summerswood Primary School endeavours to meet the needs of all children who need SEND support from within our allocated resources and quality first teaching. However, a small minority of children who have exceptional and complex needs may require statutory assessment from the local authority (LA) to assess if a child requires an Education Health and Care Plan (EHCP). This request is usually made by the school, but can be requested and made by parents. A multi-agency approach is required to assess needs, plan provision and identify resources. Information will be gathered from the school, parents, external education health professionals and social care. A decision will be made by the LA who will assess if the child is eligible for an EHCP to be issued. For children with an EHCP an annual review is held to look at progress towards the objectives listed on the plan.

Parents have the right to appeal about: The LA's decision to not carry out an EHCP needs assessment; the LA's decision to not issue an EHCP; the description of a child's SEN; the school specified in the plan; or a decision to cease to maintain an EHCP.

Partnership with parents/carers

Partnership with parents or carers plays a key role in enabling children with SEN to achieve their potential and we seek to work in close co-operation with parents recognising their knowledge and expertise in relation to their child.

- We encourage parents to make an active contribution to their child's education, supporting them to provide help for their child's learning and development at home
- An annual questionnaire is sent to all parents of children on the SEN register
- Parents are invited to support the school by reviewing and sharing their views on SEN documentation and procedures with the SENCo
- Parents are kept informed about their children and child's progress and there are timely emails/meetings to discuss next steps and look at their child's support plan
- Parental permission is always sought and agreed before a child is referred to external professionals
- When a child has an EHCP parents' views are formally sought and incorporated into the final report as well as in annual reviews
- We provide interpreters, if required and available, and encourage parents to talk to us about issues which cause concern
- We encourage parents to maintain regular communications with the school and to fulfill their obligations under the home- school agreement.

The SENCo and Headteacher will always be available, by appointment, to meet parents.

'Parent Partnership', known as the Special Educational Needs and Disability Information and Advice and Support Service (SENDIASS) provides impartial information, advice and support on SEN to parents and carers. They can be contacted on 01992 555847.

Pupil Participation

At Summerswood Primary School, we encourage children to participate in their learning by being involved in discussions about setting outcomes and progress towards them and in sharing their views by evaluating progress towards their targets on the support plan. We encourage independence and appropriate responsibility to progress in meeting their needs. The children on the SEN register will complete an annual questionnaire where they share their views.

Complaints

It is always best to try to resolve complaints amicably; any concerns about the SEN provision provided should initially be discussed with the class teacher. A further meeting can be arranged with the SENCo and, if needed with the Headteacher. All complaints are taken seriously and dealt with as soon as possible in accordance with the complaints procedures, which follows Hertfordshire LA guidelines.

This policy will be reviewed annually by school staff and governors.

Next review due: September 2027

Supplementary documents that should be read alongside this policy

SEN Information Report

Hertfordshire's local Offer

Accessibility plan

Supporting pupils at school with Medical Conditions

Equal Opportunities Policy