SEN and Inclusion Policy

This policy was adopted by the Full Governing Body.

Updated: Spring 2025

Next review: Spring 2026

Signed: Signed:

Chair of Governors Headteacher

Date: Date:

MISSION STATEMENT

To provide a safe and stimulating environment for all pupils where every child has the opportunity to learn and develop to their full potential.

The purpose of this policy is to:

- set out how the school makes provision for pupils with special educational needs and disabilities (SEND).
- explain the roles and responsibilities of everyone involved in the provision for pupils with SEND.

This policy was developed by the senior leadership team in consultation with governors and members of staff. It complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Code of Practice 0-25 years
- Social Care Act 2012
- Statutory Guidance on Supporting Pupils at School with Medical Conditions- DfE September 2014
- Keeping Children Safe in Education DfE 2021
- Supporting Mental Health in Schools and Colleges DfE 2021
- The National Curriculum in England for Key Stage 1 and 2 2014

AIMS

To ensure high quality, appropriate provision is in place for pupils with special educational needs and disabilities (SEND) through:

- early identification and appropriate support to meet their needs.
- planning and working alongside parents and carers, drawing on their knowledge and expertise in relation to their child.
- consideration of the views and feelings of the child.
- working within the guidance provided in the SEND Code of Practice and Equality Act.
- a fair and consistent approach to the management and provision for SEND across the school.
- a supportive and active Governing Body which monitors the impact of SEND provision and agrees funding for SEND within school.
- the implementation of the SEND policy in daily practice.
- regular staff training to update knowledge and skills to support pupils with SEND.
- working effectively with outside agencies where appropriate to further support a young person's development.

ROLES AND RESPONSIBILITIES

It is the responsibility of all teaching staff to ensure learners with SEND have access to the National Curriculum and appropriate provision and support is in place to enable them to learn and develop to their full potential.

Key roles

Headteacher: **Mrs Elaine Close.**
Special Educational Needs Co-ordinator (SENCo): **Mrs Georgina Allen.**

Link Governor for SEND: **Mrs Claire Sheff.**
Family Support Worker: **Mrs Vicki Walsh/Mrs Grace Reed**.

The key responsibilities of the headteacher are to:

- work with the governing body to ensure the school meets statutory requirements with regard to SEND
- determine the strategic direction of the SEND policy and provision in school in consultation with the SENCo and SEND governor.
- ensure parents are informed if their child is identified as having difficulties with their learning.
- Inform governors about SEND via full governing body meetings and regular meetings with the SEND link governor.
- ensure there is an appropriate budget and allocation of resources for children with SEND.
- produce an annual SEND report for the governing body to include information such as:

    - The number of pupils on the SEND Register
    - The number of pupils at each of the various SEND stages
    - The number of Personalised Learning Plans in place
    - Staff training and other relevant information

The key responsibilities of the SENCo as outlined in the SEN Code of Practice are to:

- oversee the day to day implementation of the SEND policy.
- co-ordinate provision for pupils with SEND.
- work with the headteacher and governors to ensure the statutory requirements for SEND are met.
- advise on the graduated approach to providing SEND support.
- liaise with external agencies and be the key point of contact for pupils with SEND.
- liaise with the designated teacher where a child looked after has SEND.

At Stonehill School, the SENCo is a member of the senior leadership team (SLT).
The SENCo's main duties are to:

- oversee and monitor the recording of SEND Support and Personalised Learning Plans (PLP's) by class teachers for all young people identified as SEN.
- monitor pupil progress across the school for pupils with SEND, including SEND pupils within other vulnerable groups. For example, Pupil Premium and English as an Additional Language (EAL).
- evaluate the impact of SEND provision for individuals and vulnerable pupils and report its effectiveness to the Headteacher.
- advise staff regarding appropriate intervention strategies for pupils with SEND.
- oversee the matching of provision to need to achieve the agreed outcomes for pupils.
- provide and maintain relevant resources from the SEND budget to enable the agreed provision to take place.
- refer to and liaise with outside agencies to support the needs of SEND pupils and support members of staff to implement advice where relevant.
- contribute to the work of the Family Support Worker (FSW) where required to manage plans for pupils who work with more than one outside agency, for example Early Help Module, health or social care.
- liaise with parents and pupils regarding provision and progress against agreed outcomes for pupils.

- offer advice to parents regarding support for their child's educational needs at home and incorporate parents' views and knowledge of their child into the support plans.
- provide or resource training for staff where required.
- signpost parents to other organisations who may be able to offer additional support, for example the School Nursing Team and Angels.

The key responsibilities of the class teacher are to:

- follow this policy to support pupils with SEND.
- monitor the progress of all children with SEND.
- identify barriers to learning for individual pupils as soon as possible and raise these with parents and the SENCo.
- produce modified teaching resources and other methods of support to enable a child with SEND to experience success.
- liaise with parents at regular intervals to discuss their child's progress.
  liaise with Learning Support Assistants working with SEND pupils to ensure appropriate provision is in place and monitor the impact of the support.
- in consultation with parents and the SENCo, create personalised learning plans (PLP's) for pupils with SEND to include the Assess, Plan, Do, Review cycle and specific targets.
- review PLP's half termly or termly as appropriate to the plan, in consultation with parents and the SENCo.
- keep accurate and up to date assessments as required by the school.
- participate in regular SEND meetings and training.

The key responsibilities of the Learning Support Assistants are to:

- work alongside class teachers to implement activities and programmes for individual or groups of SEND pupils under the direction of the teacher or SENCo.
- prepare appropriate materials and resources as directed.
- feedback information to teachers where required and keep records as directed by the teacher / SENCo.
- contribute to the monitoring and review of provision for a child/children they teach.
- Undertake any training as required by the school.
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The key responsibilities of the SEND Governor are to:

- ensure that the school's SEN provision meets statutory requirements through regular audits of provision and to raise awareness of SEND at governing body meetings.
- be aware of the deployment of funding, equipment and personnel for pupils with SEND and raise any questions regarding provision as necessary.
- work with the headteacher and SENCo to ensure a SEND policy is established, publicly available and reviewed on a regular basis.
- ensure information regarding the school's SEND provision is provided to parents through the SEND Information Report.
- regularly meet with the SENCo to discuss provision for SEND pupils and to ensure SEND pupils are actively involved in all aspects of school life.
- meet and talk with parents/carers of SEND pupils where appropriate and respond to their comments/concerns.
- have an awareness of changes or developments in the area of special educational needs, nationally, locally and within the school.

IDENTIFICATION, ASSESSMENT AND SUPPORT OF PUPILS WITH SEN

Additional information regarding the school's process for identification, assessment and support of pupils with SEND, can be found in the SEND information report on the school's website.
https://www.stonehill.herts.sch.uk/send/

Definition of Special Educational Needs and Disability (SEND)

The SEND Code of Practice states:

"A pupil or young person has a learning difficulty or disability if s/he has a significantly greater difficulty in learning than the majority of others of the same age."

There are four broad areas of need outlined in the SEND Code of Practice. The four areas give an overview of the range of SEND needs to enable appropriate actions and support to be put in place for the child.

The areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional mental health difficulties
- Sensory and /or physical needs

Graduated Approach to SEND Support

At Stonehill School, we are inclusive and supportive of all learners. We use the Hertfordshire SEN tool kit to ensure appropriate systems and strategies are in place for SEND pupils.

We aim to improve outcomes for all pupils and adopt a graduated approach of support for pupils with additional needs (Appendix 1).

All teachers are responsible for the progress and development of the pupils in their classes and provide quality teaching to meet the needs of each pupil. Where pupils seem to have difficulties, teachers identify possible barriers to learning and provide additional support to help overcome the barriers. This may be in the form of differentiated or personalised learning activities for individuals or groups of pupils or through additional adult support. Pupil underachievement is discussed with members of the senior leadership team at termly pupil progress meetings and provision is reviewed and adjustments made where necessary to support the pupils.

A record of additional/personalised support is kept for each pupil on Provision Map. This first level of support is considered to be part of our quality first teaching and/or reasonable adjustments for pupils.

Where pupils do not make adequate progress despite this additional support, the class teacher and SENCo will consider whether they should be identified as having special educational needs. Parents and carers of pupils will be consulted as part of the process. Pupils requiring significant additional and /or different provision will be placed on the SEND list and will receive SEND support directly linked to the area or areas of SEND need identified. A physical disability alone does not mean that a child will require SEN support. However, where the disability hinders access to learning then SEND support will be put in place. A Personalised Learning Plan (PLP) for pupils receiving SEND support will be created to identify the child's strengths, areas of challenge, support strategies and termly targets. PLP's are written with contributions from the parents/carers and the child and are reviewed at least termly by the teacher, parents and SENCo.

The school uses a variety of recognised intervention strategies to support pupils and the application and monitoring of the effectiveness of interventions is the responsibility of the class teacher.

In some cases, a child may require more specialised assessments of need such as those completed by an educational psychologist or speech and language therapist. The school liaises with a number of services including:

- Educational Psychologists (EP)
- Speech and Language Therapists
- North Herts Education Support Centre (ESC)
- NHS CAMHs
- Advisory Teachers from the Local Authority (eg. for autism, physical or visual impairment etc.)
- School Nursing Team / NHS Staff eg. Paediatricians, Occupational Therapists etc.
- Families First / Social Workers
- Family Worker
- Local Authority Counselling Services- Safe Space,
- Charities who provide counselling- NESSie
- DSPL1- Developing Special Provision Locally

It is expected that with appropriate and effective provision, pupils with SEND will make good progress. Where pupils become closer to age related expectations or achieve in line with their peers they may no longer require specific SEND support in the form of personalised interventions. Where this is the case, personalised learning plans will no longer be necessary and the pupil will be removed from the SEND list. Their progress will continue to be closely monitored but their needs will be met through targeted teaching and a differentiated curriculum as set out at the beginning of the graduated approach. The school will continue to monitor the child's progress through pupil progress meetings to ensure that the child's needs are being appropriately supported.

Progression to an Education Health Care Plan (EHCP)

Whilst the vast majority of learners will have their needs met by the graduated approach as described above, individual pupils whose needs are significant and more complex may require an Education Health Care Plan. This is a legal document that records a young person's educational and health care needs and identifies intended outcomes for the pupil.

Where the school and parents consider that support is required that is beyond the adjustments that the school can reasonably make, the school may request a local authority assessment for an EHC Plan. The school will use the Hertfordshire criteria to identify and prepare submissions for an EHC Plan.

It is the sole responsibility of the local authority to determine whether a child should be assessed.

It is the school's responsibility to ensure that the educational provision outlined in an EHC Plan is in place for the pupil. Education and Health Care Plans are reviewed annually or sooner if changes to a pupil's education, health or care require this.

If a pupil makes sufficient progress, the local authority may decide to discontinue the plan.

Teachers of pupils with a current EHC Plan will work alongside the SENCo to create a Personalised Learning Plan detailing the provision and interventions outlined in the EHC plan. The Personalised Learning Plan will be reviewed termly in line with the SEND procedures in school.

Information regarding how the local authority meets the needs of pupils with SEND can be found on the local offer page.
http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page

Factors affecting progress that are not considered to be SEND

The following **may** impact on progress and attainment but are **not considered to be SEND:**

- Disability (we have a duty to make reasonable adjustments for disability under Equality legislation but this alone does not constitute SEN);
- Attendance and punctuality;
- Health, welfare or wellbeing needs;
- Having English as an Additional Language;
- Being in receipt of Free School Meals/Pupil Premium;
- Being a Looked After Pupil or having been previously a pupil looked after by the Local Authority;
- Being the pupil of a serviceman/woman;
- Being a "Pupil in Need" or under a Pupil Protection order;
- Being a Young Carer;
- Unacceptable behaviour for learning (although this could be a symptom of an underlying cause such as mental health difficulties which could be considered as SEND)

SEND Resources

We use a variety of resources to help assess and record a pupil's learning and identify the types of support they may require.

Personalised Learning Plans

Personalised Learning Plans (PLPs) are used either to identify specific targeted and/or to outline a pupil's daily provision (similar to a passport), depending on the individual needs of the child. Previously, two separate documents were used; however, we now use one single PLP to cover all needs.

Specific targeted support that is needed is detailed within the Personalised Learning Plan. Strategies identified to support the pupil are recorded alongside clear, measurable targets. These strategies and targets may be delivered by the school and/or external agencies, such as a Speech and Language Therapist.

Any interventions recorded on the PLP are additional to the provision already available through high-quality, differentiated classroom teaching.

All PLP'S will include:

- The teaching strategies to be used
- Any additional provision or specific requirements
- The review date
- Input from parents and the pupil
- Progress made and next steps

PLPs that include specific targets will typically contain up to four key individual short-term SMART targets. A SMART target is one that is Specific, Measurable, Achievable, Realistic, and Timed, ensuring that progress can be clearly tracked and reviewed. These targets will be informed by assessment information and, where appropriate, recommendations or input from external professionals or agencies.

Managing and storing Information

The school holds a register of pupils in receipt of SEND support. This is generated and stored on Arbor, the schools Management Information System (MIS). The school is currently transitioning to Edukey Provision map, an online system to store and record information and data about individual children. All new information and data will be stored on this system. Information pertaining to individual SEND pupils is also stored on a secure SEND drive, accessible only to the senior leadership team. Past original hard copies of pupil files are stored securely in a cabinet the Rainbow Room (SENCo base).

Examples of documents contained in the SEND files and/or on Provision Map are:

- tracking/monitoring sheets
- Provision Maps
- Personised Learning Plans
- reports from outside agencies such as paediatricians and speech and language therapists

Day-to-day documentation such as Provision Maps, PLP's and external agency plans and reports are kept securely on a Edukey Provision Map accessible to the class teacher and shared where appropriate with learning support assistants. Parental permission is always sought before sharing any records with an outside agency. When a pupil leaves the school, hard copies of SEND records are delivered in person wherever possible and through secure systems on Edukey Provision Map in a timely manner. Where the receiving school is not within travelling distance, hard copies of records are sent securely through courier delivery. All safeguarding information is sent to the receiving school via CPoms or delivered in person by a member of staff or a secure courier service.

Funding for SEND

SEN provision is funded through the school budget. For pupils with the most significant needs as recognised by an Educational, Health and Care Plan there may also be additional funding made available to support their needs in school. For pupils with complex needs but who are not subject to an EHC plan, the school may apply for Exceptional Needs funding to provide personalised support. What constitutes 'Exceptional Needs' is established by local authority clusters to ensure there is parity across the county. ENF applications are made by the SENCo or senior leadership team for children considered exceptional within the context of our setting. The SENCo plans provision for individuals who require a highly personalised timetable and curriculum.

Pupil Participation

Pupils with special educational needs are encouraged to share their views regarding the help they need to enable them to access their learning. They are encouraged to contribute to their personalised learning plans by sharing their strengths and challenges and explaining the strategies that they feel would best support them. This includes pupils with an EHC plan.

Safeguarding

We promote positive behaviour for all within our school community. However, we recognise that pupils with SEND may be more vulnerable to bullying than their peers. Our School Behaviour Policy outlines how we deal with bullying and our Child Protection Policy has information to support staff in recognising abuse and dealing with it. This includes peer on peer abuse. Copies of the policies can be found on the school website.

Partnership with Parents and Carers

The school recognises the unique knowledge and expertise that parents and carers have regarding their children and they are encouraged to contribute their opinions and ideas to support provision in school. Parents seeking advice and support may also access the Local Authority "Local Offer" at www.**hertfordshire.gov.uk/localoffer**

In addition to the SENCo, the Family Support Worker also offers guidance and support to SEND pupils and their families.

Accessibility

Our Equality Policy and Accessibility Plan is available on the school website. We aim to improve the physical environment of the school and remove barriers wherever possible within the confines of the building and grounds. The school makes additional provision for parents and pupils where required e.g. enlarged text on letters for a partially sighted parent or pupil. Parents are encouraged to share any special requirements with regard to access for themselves and their child. The SENCo oversees all matters pertaining to accessibility within the school.

Complaints Procedure

The school complaints procedure can be found on the school website. Parents or carers of pupils wishing to complain about SEND provision at the school should follow the information contained within the complaints procedure.

Appendix 1

Graduated Approach to SEN Provision

Pupils who are not at ARE or making expected progress		• The class teacher will inform parents about concerns • Teacher will write a Cause for Concern and discuss with SENCo support for this pupil in class • Provision for these pupils will typically be through quality first teaching as detailed in the SEN handbook • SENCo may recommend resources to support the child and may carry out an observation • Teacher completes an Individual Provision Map
Pupils causing concern / have a diagnosis that requires additional provision that can be provided by school in the first instance		• Teacher to discuss concerns with parents/carers • Teacher to write a Cause for Concern, in some cases this may be for the second time • SENCo to suggest strategies to support the pupil and carry out or arrange for assessments/interventions to be put in place. These could include Wellcomm, Dyslexia Gold, SDQ's, Anxiety Mapping, Roots and Fruits. • Assessment data will be looked at in more detail to help determine the pupil's needs • Teacher and SENCo to write Pupil Learning Plan in collaboration with parents and pupil. • Pupils will be put on the SEN register at this point. This will be for monitoring or above • Parents of pupils on the SEN list above monitoring will be invited to a termly meeting with the SENCo. This may be during parents evenings.
Pupils who require a referral to an outside agency		• Teachers continue to complete Pupil Learning Plans and additional roots and fruit/ anxiety mapping as appropriate. • Pupil is referred to the relevant support services e.g. NESSIE, ISS, CDC, SSAT etc • SENCo will work collaboratively with outside agencies to assess and deliver next steps and agreed actions. • Ongoing Pupil Learning Plans will be updated in light of recommendations from outside agencies.
Pupils who require an EHCP application		• Teachers continue to complete Pupil Learning Plans and additional roots and fruits/ anxiety mapping as appropriate • Statutory assessments maybe carried out by external agencies.
Pupils with an active EHCP		• EHCP will be shared with the pupil, Teacher and LSA • EHCP will be implemented • Teachers continue to complete Pupil Learning Plans and additional roots and fruit/ anxiety mapping as appropriate. • Class Teacher to attend EHCP meetings.
Pupils with a diagnosis/medical need that does not affect their learning and no cause for concern.		• Provision for these pupils will typically be through quality first teaching as detailed in the SEN handbook. • The pupil will remain on the SEN register at monitoring or above.