

SPECIAL EDUCATIONAL NEEDS POLICY

HATFIELD PEVEREL INFANT AND NURSERY SCHOOL



Inspiring a Love of Learning

APPROVED BY GOVERNORS: SEPTEMBER 2025

POLICY TO BE REVIEWED: SEPTEMBER 2026

Contents

1. Aims	2
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	3
5. Monitoring arrangements	5
6. Links with other policies and documents	5

1. Aims

Our SEN policy and information report aims to foster the learning potential of all children by providing an appropriate and suitably differentiated curriculum. The 'assess plan do review' process identifies an individual's strengths, areas for development, what works well and what does not work. The information gained is used to plan for further progress in respect of knowledge, skills and understanding for all pupils including those with SEN so that all pupils are treated equally. It is also acknowledged that special needs provision may not relate principally to a learning difficulty but may need to address social, emotional, sensory or physical differences as a part or all of the need for support. Our school believes that every child has unique characteristics, interests, abilities and learning needs. These needs to be identified and nurtured to ignite a passion for learning.

The key principles of our SEN provision are:

- Early intervention to ensure that children who have additional needs receive the help that they need as soon as possible.
- Removing barriers to learning by embedding inclusive practice school
- Raising expectations and achievement by developing teachers' skills and strategies for meeting the needs of children with SEND and additional needs
- Delivering improvements in partnership so that parents can be confident that their child receives the education he/she needs.

Inclusion is a philosophy that views diversity of strengths, abilities and needs as natural, and desirable, bringing to any community the opportunity to respond in ways that lead to learning and growth for the whole school community and giving each and every member a valued role. Inclusion requires striving for the optimal growth of all pupils in the most enabling environment by recognising individual strengths and needs. This policy, however, deals specifically with the provision for children who match the definition of special needs as quoted above in the Education Act. There is a separate policy addressing the school's approach to teaching More Able and Gifted and Talented pupils

The Governors and Staff of the school are aware of their statutory duty to make suitable arrangements for pupils with special educational needs in line with this policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out school responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- *A significantly greater difficulty in learning than the majority of the others of the same age, or*
- *A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

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

4. Roles and responsibilities

In Essex, all schools and early years settings have the responsibility to:

Identify an appropriate body – usually the governing body in conjunction with the head teacher - responsible and accountable for the overall arrangements for SEND and, in particular, for ensuring that the setting/school has regard to the SEND Code of Practice.

- Ensure that the Special Educational Needs Coordinator (SENCO) is appropriately qualified to undertake the role.
- Develop, implement, review and report on the SEND policy, distributing copies to all parents of children with SEND.
- Ensure that the School's SEND Information Report is available to parents on the school's website
- Ensure that the responsibility for meeting the Special Educational Need of children attending the school is shared by all staff.
- Ensure that systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the graduated response.
- Ensure that the identified needs and objectives for children as specified in individual statements of SEND are met.
- Provide a broad and developmentally appropriate curriculum, which is differentiated appropriately so that it closely matches every child's needs.
- Work in partnership with children and their parents/carers.
- Ensure that delegated resources for SEND are allocated fairly, efficiently and in response to identified need.
- Ensure that parents/carers are notified whenever SEND provision is being made for their child and have access to independent information, advice and support.

- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practicable. The activity must be in line with the pupil receiving the provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.

4.1 The SENCO

The SENCO is Kerry McGaughey senco@hatfieldpeverel.essex.sch.uk

The SENCO will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Monitoring arrangements

This policy and information report will be reviewed by Kerry McGaughey **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

6. Links with other policies and documents

This policy links to other policies in school including:

Accessibility plan

Relationships and behavior

Equality information and objectives

Supporting pupils with medical conditions

Reviewed: October 25 KMcG