

Mandeville Primary School



Special Educational Needs and Disabilities Policy

Document Date: Autumn 2025

Review Date: Autumn 2026

Review

The Governing Body will review this policy in line with its schedule for policy review. The policy was last reviewed and agreed by the Governing Body on 8th December 2025.

Signature:

Date: 8th December 2025

Head Teacher

Signature:

Date: 8th December 2025

Chair of Governors

Aims and Objectives

At Mandeville Primary, we believe in an inclusive school environment, and this is reflected in our vision statement and in our motto, 'Respect for all, Learners for life'.

The aims of this Special Educational Needs and Disabilities policy are:

- to create an environment that meets the special educational needs and disabilities of each child;
- to ensure that the special educational needs and disabilities of children are identified, assessed and provided for as early as possible in their school career;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities;
- to enable children to have full access and engagement to all elements of the school curriculum;
- to ensure that parents/carers are able to play their part in supporting their child's education and are kept fully informed of their child's progress and attainment;
- to ensure that our children have a voice in this process.

Roles and Responsibilities

The Role of the Governing Body

The Governing Body, in consultation with the head teacher and SENCo, determine the school's general policy and approach to provision for children with SEND. They establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work. They appoint a governor to take a particular interest in and closely monitor the school's work on behalf of children with SEND.

The Role of the Headteacher

The Headteacher has responsibility for overseeing the day-to-day management and provision for children with SEND. The head teacher keeps the Governing Body informed and works closely with the school's SENCo.

The Role of the Special Educational Needs Co-ordinator/ Progress Manager (SENCo)

The SENCo, with the support of the head teacher and Governing Body, is responsible for:

- implementing and monitoring the day-to-day operation of the school's SEND policy;
- coordinating provision and allocating resources for children with SEND;
- monitoring and evaluating the effectiveness of programmes and interventions;
- liaising and giving professional guidance to colleagues;
- chairing annual review meetings for Education, Health and Care Plan (EHCP) pupils;
- overseeing records for children with SEND and maintaining the SEND register;
- monitoring provision maps for SEND;
- conducting any assessments required to identify main areas of need;
- applying for Local High Needs Funding;
- applying for Statutory Assessment for EHCPs;
- referring children to Specialists;
- completing Families First Assessment forms (FFA) and holding Child Support Plan (CSP) meetings;
- liaising with parents/carers of children with SEND;
- contributing to in-service training of staff;
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- reporting to the SEND Governor termly;
- ensuring relevant paperwork is completed by teachers.

The Role of the Class Teacher

The class teacher is responsible for:

- initial identification of children with SEND;
- informing the SENCo of any concerns about a child;
- initially informing and advising parents/carers about any concerns;
- ensuring that the curriculum is appropriately differentiated for children with SEND;
- monitoring and assessing progress and maintaining appropriate records for children with SEND, including class provision map;
- monitoring effectiveness of additional support alongside the SENCo;
- attending CSP meetings alongside parent/carers;
- reading CSP minutes and carry out suggested actions;
- submitting updated outcomes document and attending Annual Reviews for EHCPs;
- implementing specific advice from external agencies with the support of the SENCo.
- managing LSAs in their support of children with SEND

Admissions and Inclusion

Children are admitted to Mandeville Primary School in accordance with the Local Authority admissions policy. This policy links with our Equality Scheme. The Governing Body and School Team will ensure that appropriate provision will be made for all pupils with SEND.

The Graduated Approach to Provision

“High quality provision to meet the needs of children and young people with SEN” (Code of Practice 2014).
Special Educational Provision means:

For a child of two or more – special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age by mainstream schools.

In accordance with the 2014 Code of Practice, the school has adopted a graduated response to SEND, which is listed below.

Observation – Pre SEND Register stage. An initial concern (Record of Concern) has been recorded by the class teacher and this is discussed with the SENCo.

Monitor/Concern – in whole class provision, additional teaching, general assessments are monitored to identify if child has SEN. Children are placed on register as Monitored or of Concern.

SEN Support – Children are placed on the register as SEN Support. Parents/carers are consulted, and children’s views considered. In addition, external agencies may become involved, and this may lead to Statutory assessment for an EHCP. An individual provision map will be written alongside termly CSP meetings to set new targets alongside parent/ carers. Pastoral Support Plans (PSP) and Therapeutic Plans may also be used.

EHCP – Children who have met the criterion then have targets embedded in the plan.

These processes are described in detail below. They follow the format of Assess, Plan, Do and Assess as outlined in the Code of Practice 2014.

Observation

The progress of all children is regularly observed and monitored by class teachers. Where a class teacher feels a child is not making adequate progress, despite differentiated work, they will complete a Record of Concern, indicating the reasons for referral and providing their comments with supporting evidence. This will be done in consultation with the SENCo. Adequate rates of progress are defined as progress that:

- closes the attainment gap;
- prevents the attainment gap growing wider;

- is similar to peers starting from the same attainment baseline;
- matches or betters previous rate of progress;
- assures access to the full curriculum;
- demonstrates an improvement in self-help, social and personal skills;
- demonstrates improvements in behaviour.

Over half a term, the class teacher and SENCo will review the progress made, the strategies in place and current assessment information. Parents/carers may be consulted, and observations and more detailed records kept.

Monitoring/Concern

Some specific additional support may be arranged, such as small group support from a Learning Support Assistant (LSA) or daily phonics/spelling strategies for literacy etc. The child may be placed on our pre-register at this stage under the 'monitoring' heading or 'concern' if further assessments are required. This is to ensure that any future concerns can be tracked back if they were highlighted early in their school career.

Progress will be reviewed at least once a term. When the review takes place the class teacher and SENCo will decide if the progress now being made is adequate. A decision will then be made whether or not to put a child on the SEND register at SEN Support based on the criteria above in line with the Code of Practice 2014.

Children with a Child Service Plan (CSP) are reviewed termly during a Team Around The Family meeting and targets for the term are agreed and set.

SEN Support

The triggers for intervention to SEN Support are the teacher's responsibility, underpinned by evidence from a period of observation, about a pupil who, despite receiving differentiated learning opportunities:

- makes little or no progress in his/her identified area of need;
- is working at assessment levels significantly below those designated for his/her chronological age, especially in Literacy and Mathematics;
- has persistent emotional and/or behavioural difficulties despite a range of positive behaviour management strategies as outlined in the school behaviour policy;
- has sensory and/or physical problems and continues to make little or no progress despite provision of specialist equipment and resources;
- has communication and language difficulties which impact on their access to the curriculum, overall learning progress and social interactions;
- needs a higher level of intervention than that provided by the observation stage.

There are two tiers of SEN Support;

- Tier one is for those pupils who are receiving additional support and this is logged on their Pen Portrait. It is the responsibility of the class teacher to hold termly meetings with the parent/carer to agree next steps jointly.
- Tier two involves more input from the SEN team or outside agencies. This includes termly CSPs and provision mapping to be in place.

Nature of Intervention

The SENCo and class teacher will discuss the child's SEND with the child's parents/carers, and will decide on the action needed to help the pupil to progress in the light of earlier assessments. At this stage external agencies may not be involved directly, except for occasional support for general training. This might also include more regular support from health professionals, depending on the need of the child.

School based interventions may be a combination of:

- Child Support Plan (CSP) – reviewed regularly in consultation with parents/carers and the child
- different learning materials;
- specialist equipment;
- use of ICT;
- group or individual support;
- support for curriculum planning/differentiation;
- additional planning and monitoring time;
- a range of management strategies and/or alternative arrangements based on specialist advice;
- a range of teaching approaches;
- staff development and training.

When the CSP is reviewed, current targets will be assessed and new ones will be set. If, at this review, it is felt that, despite receiving an individualised programme, the child continues to make little or no progress, the decision could be made to seek specialist advice from external agencies.

Where external advice is sought the SENCo with parent/carer consent, will arrange consultations/assessments with the appropriate external specialist(s). Advice will be shared with parents/carers, teachers and support assistants as appropriate and will be incorporated into the child's CSP. The CSP will be reviewed termly by the teacher in consultation with LSAs, parents/carers and the child.

Where a multi agency approach is required the school will put into place the Families First Assessment (FFA) and inform relevant agencies. A meeting will be arranged so all outside agencies and school can work together to discuss provision for the child and agree an appropriate action plan.

Local High Needs Funding

Where a child's needs are deemed to be exceptional across the county, the school are able to apply for extra funding called 'Local High Needs Funding'. The school has to be able to provide evidence to show how a child has been supported in the past through a range of interventions and how extra funding would be used to support a child's needs, and also if an EHCP request is planned. The local district panel meet to decide whether the child's needs are indeed exceptional and agree an amount of funding and how long this should be allocated for. This is awarded as Level of Need (Universal, Universal +, Targetted, Targetted +, Specialist, Specialist+). Local High Needs funding is allocated as 'top up funding' and is only for children who are at Targetted (old Band 3 or above).

Statutory Assessment and Annual Reviews

Where a child continues to demonstrate significant cause for concern, an application may be made to the LEA for an Education Health Care Needs Assessment (EHCNA).

There will be written evidence and/or information about:

- the school's action through the Register;
- the graduated approach;
- the pupil's Child Support Plans;
- regular reviews and their outcomes;
- assessment levels;
- attainments in literacy and mathematics;
- educational and other assessments, e.g., from specialist support teacher or an educational psychologist;
- views of the parents/carers and the pupils;
- involvement of other professionals;
- any involvement by the social services or education welfare services;
- the child's medical history (where relevant).

When a child receives an EHCP, the SENCo will organise an annual review meeting involving all the professionals working with the child, and the child parents/carers. The views of the child will also be considered.

Teaching and Learning

We have a responsibility to provide a broad and balanced curriculum for all pupils. The statutory National Curriculum inclusion statement outlines how we make modifications to provide effective learning opportunities for all pupils. We recognise three essential principals to developing an inclusive curriculum:

- *Setting suitable learning challenges.*

When the attainment of a child falls significantly below or exceeds the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

- *Responding to pupils' diverse learning needs.*

We constantly monitor and evaluate the progress each pupil makes. We identify any pupil who may be missing out, difficult to engage or feeling in some way apart from what the school seeks to provide. We plan for children to learn in a variety of ways, including visually, auditorily and kinesthetically.

- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils.*

Teachers modify their teaching and learning taking into account the individual requirements a child may have. Some children may have disabilities and consequently need additional resources, or need extra time to complete an activity.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Evaluating Adequate Progress

We use a variety of assessments and indicators to ensure that all our children with SEND make adequate progress. These include:

- Hertfordshire 'Easy Tracking' assessment and SATs;
- reading and spelling assessments;
- literacy and mathematics strategy targets;
- Pre-Key Stage Standards;
- Nursery and Reception learning journeys;
- Individual Assessment of Early Learning Development;
- Developmental Journals;
- National Foundation Stage Profile;
- AET Progression Document
- specialist assessments;
- teacher assessments;

- CSP targets and group targets;
- views of parents/carers and pupils;
- Therapeutic Plans in addition to other tools from Steps.

Pupil Participation

Children with SEND have a right to be involved in making decisions and exercising choices. The degree of participation reflects a child's maturity but all children are given the opportunity to make choices and understand that their views matter.

We aim to ensure that pupils should:

- play an active part in assessment and developing agreed targets;
- understand the aims of an intervention and their contribution to it;
- be consulted about any individual support provided;
- have their views sought and recorded in all reviews;
- become gradually more involved in setting and evaluating CSP targets.

Working in Partnership with Parents/Carers

We view all parents/carers of children with SEND as partners. This requires positive attitudes by all, and in some circumstances, additional support and encouragement for parents/carers.

We welcome and encourage parents/carers to participate from the outset, as the relationship between the parents/carers and the school has a crucial bearing on the child's progress and the effectiveness of the school-based action.

We actively seek the involvement of parents/carers in developing and implementing a joint learning approach at home and in school.

Parents and carers views on the child's progress are sought and they are always consulted as part of the SEN Support review process – usually during Parent Consultation meetings. The SENCo also provides monthly surgery sessions for any general queries about their child. Parents are informed of which interventions their child needs through termly letters and a 'Structured Conversation' format is used when meetings take place with the SENCo to ensure all issues are dealt with and followed up effectively. Any issues arising, that cannot be dealt with in the school environment, may be dealt with under the Local Authority Complaints Procedure as appropriate.

The school's published SEND Information Report is on the website in line with the Code of Practice 2014. In addition the LEA's Local Offer is available from the Grid.

Working in Partnership with Other Agencies

Support for children with SEND may require a concerted approach from healthcare professionals, social service departments, specialist LEA support services and other providers of support. Hertfordshire County Council 'Children Schools and Families' Department provide an integrated service for the child. They keep each other fully informed about the action taken in support of the child. Although our teachers have a great deal of expertise in identifying and meeting the needs of their pupils, external agencies can also play an important part in helping school assess and make provision for pupils with SEND.

The school has close links with a wide range of external agencies and works closely with these agencies where necessary to ensure the best education for all pupils. The Headteacher and SENCo have taken part in relevant Integrated Practice Training and are aware of the ContactPoint database.

Evaluating Success

The success criteria for this policy are as follows:

- the management of resources, and the teaching and learning practices ensure that the needs of all the pupils are met;
- pupils with SEND are identified early;
- best practice is used for intervention strategies;
- pupils are actively involved in reviewing interventions and evaluating their progress;
- educational professionals and parents/carers work in partnership;
- interventions are reviewed regularly for each pupil.