



HIGH BEECHES PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy

Date November 2025

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Introduction

At High Beeches, supported by a vibrant community, we are committed to building the confidence in all our pupils to dream big and achieve more than they could ever imagine, developing the skills, creativity and versatility they need for life both now and in the future. This includes ensuring equality of education and opportunity for all pupils, irrespective of race, gender, disability, faith or religion or socio-economic background.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. High Beeches Primary school values the abilities and achievements of all its pupils, and is committed to providing the best possible environment for learning for each pupil, who comes with their own individual and unique needs.

The purpose of our Special Educational Needs and Disability (SEND) Policy is to provide our school community and prospective parents/carers with a clear understanding of the policies and practices that ensure EVERY pupil has accessibility to a broad and balanced education in a nurturing and supportive environment in which they can thrive.

A child is said to have a Special Educational Need if they have a learning difficulty or disability which requires provision different from, or additional to, that normally available to pupils of the same age. This may be a short-term intervention, to address a specific need at a specific time, or a longer-term need, requiring long term provision. 'Disability' is defined as a mental or physical difficulty, which impacts on life and learning and is a long-term condition, (over 12 months). For some children, SEND can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop. If every pupil is to reach their full potential, we must recognise the above and plan accordingly.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and should be read in relation to the SEN Information Report, Behaviour for learning and positive relationships policy, Equality Action Plan, Intimate Care Policy and Child Protection Policy.

Our Special Educational Needs Co-ordinator is Mrs Carolyn Burley. Should you have any queries relating to this policy or SEND/Inclusion matters, please contact her via the school office on 01582 767966.

What is the intent of our SEND support/curriculum/offering?

At High Beeches, we aim to help our children with SEND develop skills for the next stage of education and lifelong learning, through accessible, inclusive provision for all.

How will we achieve this?

Every child with SEND is treated as an individual, with their own strengths and challenges. We aim to work closely with each child in order to narrow gaps and provide the best learning opportunities by:

- Providing adaptive teaching as part of our quality first teaching offering.
- Identifying personal barriers to learning.
- Removing those barriers.
- Targeting support carefully, making best use of adults in class.



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- Providing a personalised, adapted curriculum where required.
- Using a variety of flexible methods of recording and assessment.
- Valuing and encouraging oracy.
- Offering positive and flexible groupings.
- Providing CPD for all relevant staff involved (class/supply/cover staff).
- Closing any gaps in learning.
- Addressing SEMH/wellbeing concerns.
- Working in partnership with parents and external agencies.

What is the ultimate aim of our SEND practice at High Beeches?

We hope that, as part of our school community, children with SEND will develop the confidence to 'dream big and achieve more than they could ever imagine'. We want them to leave us ready for the next stage in their education, feeling proud of their successes and aware of their own learning profile.

We expect children with SEND in our school to:

- Have high self-esteem and self-worth.
- Be able to ask for help when they need it.
- Feel confident, happy and safe.
- Be included and involved in school life.
- Be working with increased independence.
- Show resilience when faced with a challenge.
- Apply skills practised and revised to their classroom learning.
- Recognise and celebrate their own 'superpowers'.
- Be striving to close gaps in their learning, relative to their starting points, with accelerated progress towards ARE.

What are the roles and responsibilities of the headteacher, other staff, governors?

Provision for children with special educational needs is a matter for the school as a whole. Class teachers are responsible for implementing quality first teaching, which is the optimum way to enable to children reach their full potential. Additionally, they are, as stated in the SEN Code of Practice (2015) 'responsible and accountable' for the progress of all pupils in their class. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor, who takes particular interest in this aspect of the school.

The **Headteacher (Mr Walker)** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND;
- keeping the governing body informed about SEND issues;
- working closely with the SEND personnel within the school; and
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan;



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- the necessary provision is made for any pupil with SEND;
- all staff are aware of the need to identify and provide for pupils with SEND;
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they report to parents on the implementation of the school's SEND policy, twice a year;
- they have regard to the requirements of the SEND Code of Practice (2015);
- parents are notified if the school decides to make special educational provision for their child;
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND;
- the quality of SEND provision is regularly monitored; and
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **Special Educational Needs Co-ordinator (Mrs C Burley)** is responsible for:

- overseeing the day-to-day operation of this policy;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other staff;
- helping staff to identify pupils with SEND;
- carrying out assessments and observations of pupils with specific learning problems;
- liaising with external agencies, arranging meetings and co-ordinating the provision for pupils with SEND;
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom;
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process;
- maintaining the school's SEND register and records;
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year QCA tests and SATs;
- contributing to the in-service training of staff;
- assisting in managing learning support staff/teaching assistants;
- assisting in ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils;
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other; and
- taking part in Local Authority SEND moderation.

The **Class teachers** are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately adapted curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion;
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND; and
- giving feedback to parents of pupils with SEND.



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The **Teaching assistants / Learning Support staff** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND; and
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

In High Beeches School, the Teaching Assistants / Learning Support staff attend weekly meetings, and are included in training sessions in all aspects of SEND.

What is the school's admissions policy?

Children start High Beeches in September of the school year in which they turn 5. As a maintained school, the local authority (Hertfordshire County Council) is our admission authority and admissions to the school are subject to their admission policy and have due regard for the SEN Code of Practice (2015). All children are expected to start school in September after their fourth birthday. All applications for admission to school are made through Hertfordshire County Council and admission to Reception follow a nationally agreed timeline in which all applications must be made by a set date in the middle of January of the year that a child is due to start school. More information on this process can be found at the Hertfordshire [County Council Website](#).

Admission arrangements will not differ from those of other children unless there is a medical condition needing special facilities. In this case, there will be prior consultation between parents, school staff and representatives of the Hertfordshire County Council and the Health Authority.

Children with an Education and Health Care Plan (EHCP) will be admitted unless it is agreed with the Local Authority that it would be unsuitable for the age, ability, aptitude or SEN of the child to do so or would be incompatible with the provision of efficient education for other children. This will only be the case if there are no reasonable steps that the Hertfordshire County Council or the school could take to prevent the incompatibility.

What resources for supporting children with SEND does the school have?

The school has a wide range of resources available to meet the needs of children with SEND, depending on their specific need. The school is accessible but adjustments can be and are made to the physical environment where necessary. For more information please see the Equality action plan.

Schools, as part of their normal budget planning, balance the use of resources to support the progress of pupils with Special Educational Needs, within the context of the total resources available. The Head Teacher, senior leadership team and governors, with the support of the SENCO, consider how resources are to be allocated, including any resources targeted at particular groups, such as the pupil premium, an amount allocated by national government to support children who may have specified disadvantages. Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are not expected to provide additional support above a nationally prescribed threshold per pupil per year, (currently £6,000). For provision above this level, Hertfordshire County Council has 'Local High Needs Funding' (LHNF) and funding will be granted to a Child or Young Person for a maximum of 3 academic terms if a panel consider them to have high enough needs. Children's Educational Health Care Plans come with banded funding.



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What are the Identification and Assessment Procedures for Pupils with SEND?

Quality First Teaching

Class teachers are responsible for implementing quality first adaptive teaching, which is the optimum way to enable children to reach their full potential. Additionally, they are, as stated in the SEN Code of Practice (2015) 'responsible and accountable' for the progress of all pupils in their class. Our class teachers are skilled in using adaptive teaching techniques that will support a range of needs within their class setting and in being reflective in their practice to make adjustments when appropriate. They carefully plan and teach a broad and balanced curriculum that has many enrichment opportunities embedded within it. The school will work with parents to make reasonable adjustments to support children with SEND on enrichment activities and school trips. Where necessary, support and advice may be sought from appropriate external agencies and individual risk assessments completed. Please also see the Equality action plan.

Reasonable Adjustments

At any point in a child's journey through our school it may be necessary to provide support in addition to our quality first adaptive teaching. This may be a short term intervention, to address a specific need at a specific time, or a longer term need, requiring long term provision. This may take the form of a booster group targeting a particular area of need, focused small group work within a lesson or 1:1 support from a specific adult and may target any area i.e. phonics, reading, maths, speech and language, social skills, emotional literacy, protective behaviours. It could also take the form of adjustments to the classroom / school environment such as use of a wobble cushion, fiddle toy, coloured overlay, specialist seating etc.

There is not a clear separation between children with SEND and those without, as many children require some special provision for a limited time, to address specific issues. Where appropriate, with the support of the SENCO, staff will work with parents and the child, to plan appropriate support and, if necessary, specific interventions. Provisions for each term will also be informed by class teacher judgement, data and feedback from other adults who may have been working with the child.

Areas of Need Under the SEN Code of Practice (2015)

There are four broad areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties (SEMHD).
- Sensory, physical or neurological impairment (S/PNI)

The purpose of identification is to work out what action the school needs to take; not to fit a pupil into a category. We aim to identify the needs of pupils by considering the whole child, not just those requirements related to any special educational needs. For instance, any of the following *may* impact on progress and attainment:

- disabilities of various kinds;
- health and welfare;
- having English as an additional language;
- attendance and punctuality;
- financial disadvantage;
- frequent relocation; or
- family breakdown.



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Assess / Plan / Do / Review

Lessons are structured to support high aspirations for all children using adaptive teaching strategies, as appropriate. Formal, termly meetings, known as Pupil Progress Meetings, are held with the class teachers and senior leadership at the end of each term, to check on the progress and attainment of all children and with the support of the SENCO, provision is informed and directed accordingly.

Extra interventions, in small groups or individually, provided by teachers, teaching assistants, or the SENCO, may be used as part of a cycle of support. The decision to implement this support is based on an assessment of the child based on factors previously outlined and, where appropriate, involves the parents. A plan for intervention is formed, actioned, reviewed and adjusted, as necessary. This is known as the 'assess, plan, do, review cycle' (SEN Code of Practice 2015).

Extra provision is recorded on class 'provision maps' and electronically on the 'Intervention module' on Arbor which records interventions and support given in each year group. For higher levels of need or more specialist input, the school draws on the expertise of external agencies and professionals. External agencies involved with individual children may provide personalised targets.

SEN Monitoring

The school keeps a 'SEN monitoring list'. Children are placed on this if it is felt that they don't need to be at SEN support but there is an enhanced level of awareness of them needed around a particular area. This may include children with a particular diagnosis that currently requires no extra support or children that have been flagged by class teachers with concerns around academic progress or attainment. Children can move on and off the 'monitoring list' during their time in school depending on the nature of their need and the progress / attainment that is made. A judgement call is made twice yearly by class teachers, the senior leadership staff and the SENCO and the list is adjusted accordingly.

SEN Support

SEN support is a graduated approach to supporting children with a SEN. The purpose of SEN support is to help children to achieve the outcomes or learning objectives set for them by the school. There is no set formula for determining when a child moves onto SEN support. This decision will be informed by many factors and through conversations with school staff and parents / carers. As with the monitoring list, children can move in and out of SEN support during their time in school depending on the nature of their need and the progress / attainment that is made. Children at SEN support will be offered a termly review meeting to which their parents / carers, class teacher and SENCO will be invited. A review pro-forma will be completed as part of this meeting which captures the voice and views of the child, parent / carer and the school. Short term targets are set and reviewed at the following review meeting.

Where appropriate, external advice is sought from specialist advisory teams, such as Speech and Language Therapy, Occupational Therapy, Educational Psychology, or Herts Integrated Services for Learning, who support children with specialised needs such as Visual Impairment or Autistic Spectrum Disorders.

Education Health Care Plan (EHCP)

Where concerns remain, despite this intensive intervention, and where the appropriate criteria are met, the school, with parental backing, may request an assessment for an Education and Health Care Plan. These are for children and young people who have a Special Educational Need or Disability that cannot be met by support that is usually available within a school.



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How do the School & Governors Evaluate the Success of Provision?

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice and planning by the Headteacher, SENCO and subject co-ordinators;
- Analysis of pupil tracking data and test results for individual pupils and for cohorts;
- Value-added data for pupils on the SEND register;
- Twice yearly monitoring of procedures and practice by the SEND governor;
- The school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy;
- Hertfordshire school's SEND benchmark and planning tool
- The School Development Plan, which is used for planning and monitoring provision in the school;
- Visits from Local Authority personnel and Ofsted inspection arrangements;
- Feedback from parents and staff, both formal and informal, written and verbal;
- Termly SEN support reviews;
- Annual review of an Education Health Care Plan.

Complaints Procedure

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the School's Complaints Policy found [here](#).

What is the school's policy for training staff and for working in partnership with parents / carers?

Staff Training and Professional Development for SEND

The school's SENCo, Mrs Burley, has the National Award for SEN co-ordination (awarded July 2014). Training provided by the Local Authority and by the DSPL, on various areas of SEND, is made available to teachers and teaching assistants and may also be provided by the SENCo. Specific training is responsive to an individual child's needs and will be set up accordingly. The school also works closely with external Specialist Advisory Teachers, the Educational Psychology Service and other professionals such as Occupational Therapists or Speech and Language Therapists who provide support and training as needed. Staff also liaise with NHS medical staff when appropriate and access specialist training as and when required.

Working in Partnership with Parents / Carers

The opinions, advice and support from parents are essential to a child's progress through the school and are actively sought. The termly review meetings for children at the SEN support stage or those that have an Education Health Care Plan provide opportunities to capture the child's voice and to work constructively with the families of those children. The SENCo is also available at the consultation evenings held in the autumn and spring terms but, if more convenient, appointments can be made for other mutually convenient times via the school office. More frequent meetings may be arranged or requested, according to the needs of the child.



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Where a child's needs are best met by a number of external professionals, not necessarily involved in education, the school may apply for a Family First Assessment (FFA). As a result of this, a variety of professionals and agencies work together to form an 'Early Help Module'.

The school, in conjunction with external professionals, if appropriate, will work with parents to suggest strategies, provide materials and provide information on support groups, according to need.

Further provision and training opportunities for parents / carers are cascaded through Arbor and are put on the school website sections 'Parent / carer hub', 'Mental health and wellbeing' or 'Special Educational Needs' as appropriate.

Parent workshops / curriculum evenings are arranged throughout the year on a range of subjects. Class teachers and the SENCo are also available to discuss specific support strategies for individual children.

Transition

The school collect's information from the Early Years settings and other settings that children transfer in from, so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs. We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

Similarly, the transition to secondary school or to other schools from High Beeches can require more support for those on the SEN register and the school works closely with receiving schools to help the children to prepare for their move. This involves a comprehensive handover of information to the SENCO at the receiving school, and additional support for the pupils, which may include extra orientation visits in a group or as an individual and the use of transfer books and books, with photographs of the new setting, timetables and other information.