# Belswains Primary School

# SEND Policy

**Strategic Committee approval on behalf of the Governing Body:**
**Autumn 2026**

**NEXT REVIEW DATE**
**Autumn 2027**

**Updated for 2026: 12 October 2026**

**DW review: 26 October 2026**

# CONTENTS

AIMS ..... 3
LEGISLATION AND GUIDANCE ..... 3
DEFINITIONS ..... 4
ROLES AND RESPONSIBILITIES ..... 4
THE SEND GOVERNOR ..... 5
THE HEADTEACHER ..... 5
CLASS TEACHERS ..... 5
SEND INFORMATION REPORT ..... 5
IDENTIFYING PUPILS WITH SEND AND ASSESSING THEIR NEEDS ..... 6
CONSULTING AND INVOLVING PUPILS AND PARENTS ..... 6
ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES ..... 7
SUPPORTING PUPILS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD ..... 8
OUR APPROACH TO TEACHING PUPILS WITH SEND ..... 8
ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT ..... 9
ADDITIONAL SUPPORT FOR LEARNING ..... 9
SECURING EQUIPMENT AND FACILITIES ..... 10
EVALUATING THE EFFECTIVENESS OF SEND PROVISION ..... 10
ENABLING PUPILS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEND ..... 11
SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT ..... 11
WORKING WITH OTHER AGENCIES ..... 12
COMPLAINTS ABOUT SEND PROVISION ..... 12
CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEND ..... 13
THE LOCAL AUTHORITY LOCAL OFFER ..... 13
MONITORING ARRANGEMENTS ..... 13
LINKS WITH OTHER POLICIES AND DOCUMENTS ..... 13
GLOSSARY ..... 14
APPENDIX 1 BELSWAINS PRIMARY SCHOOL SEND STATEMENT OF PROVISION ..... 15

# AIMS

We are committed to providing high-quality teaching and an inclusive education for every child. All pupils, including those with special educational needs and disabilities (SEND), are entitled to a broad and balanced curriculum. We identify and reduce barriers to learning, make reasonable adjustments, and provide support that enables pupils to participate, develop independence and achieve their best.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where children can flourish and feel safe.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age, and maturity. We believe in both early identification and early intervention. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning and recognise that these may be long or short term.

# LEGISLATION AND GUIDANCE

This policy and SEND information report have regard to the Special educational needs and disability code of practice: 0 to 25 years (January 2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, as amended, which set out requirements for EHC plans, SENCo qualifications and SEND information reports. The Equality Act 2010 sets out duties relating to disability discrimination, reasonable adjustments, and equality of opportunity.

# DEFINITIONS

A pupil has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A disability does not automatically mean that a pupil has SEN, but reasonable adjustments may still be required. 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 making use of facilities of a kind 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 generally made for other children or young people of the same age in mainstream schools.

# ROLES AND RESPONSIBILITIES

## The SENCo

Mrs Nicola Jones is the school's SENCo. The SENCo will work with the headteacher and SEND governor to determine the strategic development of SEND policy and provision. The SENCo will:

- Have day to day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND 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 SEND up to date.
- Champion inclusivity for all throughout the breadth and depth of the school.

## The SEND GOVERNOR

The SEND governor will raise awareness of SEND at governing board meetings, monitor the quality and effectiveness of provision and report to the governing board.

- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school.

## The HEADTEACHER

The headteacher will:

- Work with the SEND governor and SENCo to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### 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 the SEND policy.

## SEND INFORMATION REPORT

### THE KINDS OF SEND THAT ARE PROVIDED FOR

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, including speech, language and communication needs and autism.
- Cognition and learning, including specific learning difficulties such as dyslexia and developmental coordination disorder, and moderate, severe, or profound and multiple learning difficulties.
- Social, emotional, and mental health needs, including needs associated with anxiety or difficulties with emotional regulation. Some pupils with ADHD may need support in this area and in other areas of need.
- Sensory and/or physical needs, including hearing or vision impairment and physical disabilities. Pupils may have needs across more than one of these four broad areas.

## IDENTIFYING PUPILS WITH SEND AND ASSESSING THEIR NEEDS

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.

- Fails to close the attainment gap between the child and their peers or widens the attainment gap.
  This may include progress in areas other than attainment, for example, social needs.

  Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

  When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## CONSULTING AND INVOLVING PUPILS AND PARENTS

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider parents' concerns.
- We support pupils to share their views through communication approaches suited to their needs, including visuals, observation and support from adults who know them well.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps involve.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

## ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

We will follow the graduated approach and the four-part cycle of ASSESS, PLAN, DO, REVIEW.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments where relevant

- The individual's development in comparison to their peers and national data.
- The views and experience of parents and carers.
- The pupil's own views.
- Advice from external support agencies, if relevant. The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## SUPPORTING PUPILS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils on the SEND register receive transition support matched to their needs, planned with families and receiving staff. This may include additional visits, visual information, and advice from external professionals.

Many strategies are in place to support children's transitions and make them as smooth as possible.

- Opportunities for children to visit the school before starting.
- Discussion between previous and receiving schools if joining or leaving.
- In July, children spend time in their new class with their new teachers. Teachers also meet to discuss the pupils.
- Secondary staff visit Year 6 pupils in school prior to them joining their new school. They also meet the Year 6 teacher.
- School SENCo will liaise with SENCo from previous and receiving schools, if necessary,
- In some cases, additional visits to new classes can be arranged.

## OUR APPROACH TO TEACHING PUPILS WITH SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first response to pupils' needs. Teachers adapt their teaching, assessment and resources and make reasonable adjustments. Ordinarily Available Provision (OAP) is used alongside additional targeted or specialist provision where required.

Please refer to the SEND Statement of Provision in Appendix 1.

## ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

We make adaptations and reasonable adjustments to support pupils' access to learning, including:

- Adapting lesson content, explanations, grouping and the level of support, while maintaining appropriate challenge and ambitious expectations.
- Adapting our resources and staffing.
- Using appropriate resources and assistive technology, such as visual timetables, communication aids, accessible print, and devices, according to assessed needs.
- Allowing processing time, modelling tasks, breaking instructions into manageable steps, pre-teaching vocabulary, and providing opportunities to practise and consolidate learning.

## ADDITIONAL SUPPORT FOR LEARNING

Teaching assistants and learning support assistants receive training and guidance to support pupils and deliver planned interventions. Class teachers retain responsibility for pupils' learning, including when support is delivered outside the classroom.

Individual or small-group support is planned according to assessed needs, agreed outcomes and any provision specified in an EHCP. Advice from external professionals informs planning. Support is reviewed to promote participation and independence; a diagnosis or recommendation does not automatically determine a particular staffing arrangement.

Teaching assistants will support pupils in small groups when needed to give intensive support or for specific interventions.

We will draw upon specialist advice from external expert professionals where necessary.

## SECURING EQUIPMENT AND FACILITIES

Belswains Primary School uses its delegated budget and relevant local authority funding to provide appropriate resources, equipment, and support. The SENCo advises on the effective use of resources and works with Hertfordshire County Council and Delivering Special Provision Locally (DSPL) partners.

Where eligibility criteria are met, the school may apply for Top Up High Needs Funding associated with an EHCP or Focused Intervention Funding (FIF). FIF

replaced Local High Needs Funding from April 2026 and supports eligible time-limited provision beyond OAP and reasonable adjustments. Additional funding is subject to local authority criteria and decisions; an application does not guarantee an award.

Information about current funding arrangements is available through the Hertfordshire Local Offer: https://www.hertfordshire.gov.uk/microsites/local-offer/education-support/help-you-can-get-when-your-child-is-in-school/sen-funding-in-education.aspx

## EVALUATING THE EFFECTIVENESS OF SEND PROVISION

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term.
- Reviewing the impact of interventions after 6 weeks or one-half term.
- Using pupil, staff, and parent questionnaires.
- Monitoring by the SENCo, including discussion with staff and review of teaching, support, and pupil outcomes.
- Using provision maps and individual support plans to record support and evaluate progress against agreed outcomes.
- Holding annual reviews for pupils with EHCPs, with earlier reviews considered when needs or circumstances change.
- Continued conversations with teachers, support staff, parents, and carers.

## ENABLING PUPILS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s), to take part in sports day/school plays/special workshops and any other events in school.

We plan reasonable adjustments and appropriate support so pupils with SEND can participate alongside their peers. Arrangements for visits and activities are considered with families and relevant staff, taking account of individual needs and risk assessments.

We are consistently improving the accessibility of our school. More information can be found in our Accessibility Plan.

## SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

We provide support for pupils to improve their emotional and social development in the following ways:

- We support pupils to recognise and communicate their feelings and develop regulation strategies, using approaches and resources suited to their developmental and communication needs.
- All children receive support to develop their emotional literacy through PSHE lessons weekly.
- Staff are trained in and regularly use social stories and comic strip conversations.
- Nurture groups are used to support children with similar social and emotional needs in a safe environment of peers.
- We take bullying seriously, respond promptly to concerns and consider pupils' individual needs when planning support and prevention, in line with the school's behaviour and anti-bullying arrangements.

## WORKING WITH OTHER AGENCIES

We work with families and seek advice from relevant education, health, and care professionals where appropriate. Consent is sought where required; safeguarding information is shared in line with the school's safeguarding procedures. Services may include:

- Specialist advisory services for communication, autism, learning, and sensory needs.
- Children's social care and safeguarding services.
- Educational psychology services, according to referral and service criteria.
- Children and young people's mental health services, according to local referral pathways and eligibility.
- Attendance support services.
- Early help and family support services.
- Speech and Language Therapy
- Family Support Worker
- School Nurse
- DESC (Dacorum Education Support Centre)
- Specialist outreach and specific learning difficulties services, subject to availability and referral criteria.

On occasions it might be useful for parents to gain support directly from other professionals. These may include:

- Your GP
- Your Optician
- Your Dentist

## COMPLAINTS ABOUT SEND PROVISION

Complaints about SEND provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEND

Hertfordshire SENDIASS provides free, confidential, and impartial information, advice and support to children and young people with SEND and their parents and carers. Families can contact the service for advice about SEND support, EHC plans, and related processes.

01992 555847 sendiass@hertfordshire.gov.uk

**CONTACT DETAILS FOR RAISING CONCERNS**

Please contact Mrs Nicola Jones, SENCo:

sendco@belswains.herts.sch.uk

Call 01442 264324 and ask to speak to the SENCo.

## THE LOCAL AUTHORITY LOCAL OFFER

The Hertfordshire Local Offer provides information about local SEND services and support:

https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

## MONITORING ARRANGEMENTS

The SENCo will review this policy and SEND information report at least annually and update the information when arrangements change. The Strategic

Committee, on behalf of the governing board, will approve the policy. Approval and review dates will be recorded once confirmed.

## LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives Policy
- Supporting Pupils With Medical Conditions Policy
- Reducing The Need For Restrictive Intervention in School Policy

## GLOSSARY

**ADHD – Attention deficit hyperactivity disorder, a neurodevelopmental condition that can affect attention, activity levels, and impulse control.**

**AIO-** Attendance Improvement Officer, works with schools and families to improve attendance where necessary.

**CAMHS-** Child and Adolescent Mental Health Services, an NHS department who work with children and young people with mental health issues.

**CLA-** Child Looked After, a child cared for by the local authority.

**DESC-** Dacorum Education Support Centre, specialist advisory teachers who work to support children and schools where necessary.

**EHCP-** Education, Health and Care Plan, a document that describes a child's needs and support required when needs are complex.

**EHM**- Early Help Module, a way to share and record information from a number of people working with a child/family.

**HNF-** High Needs Funding, additional funding the school can apply for to support a specific need.

**ePEP-** electronic Personal Education plan, an electronic form to record targets and support provided for a looked after child.

**GP-** General Practitioner, your family doctor.

**ICT**- Information, Communication Technology, electronic resources that may be used by a child e.g., laptop, iPad.

**LSA**- Learning Support Assistant, works individually with a child to support their specific needs.

**PSHE**- Personal, Social and Health Education, a planned programme to help children develop as individuals and as members of a community.

**SENCo – Special educational needs coordinator, responsible for coordinating SEND provision and advising staff and families.**

**SEND**- Special Educational Needs and Disabilities

**SpLD-** Specific Learning Difficulties, a difference or difficulty with a particular aspect of learning.

**TAF**- Team Around the Family, regular meetings attended by professionals and the families they are working with.

# Appendix 1 Belswains Primary School SEND Statement of Provision

## Purpose

This statement summarises how Belswains Primary School identifies needs; plans support and evaluates outcomes. It should be read with the SEND information report, Accessibility Plan, and related school policies.

## Our responsibilities

We use our best endeavours to secure the special educational provision pupils need, make reasonable adjustments for disabled pupils and work with families and relevant professionals. We maintain an up-to-date SEND information report and cooperate with EHC needs assessments and EHCP reviews. The SENCo must meet the applicable statutory qualification requirements, including the NPQ for SENCo where required under the regulations and transitional arrangements.

## High-quality teaching and early support

Teachers remain responsible for the progress and development of every pupil. We identify strengths and barriers to learning through assessment, observation, information from previous settings and discussion with families. Adaptive teaching and OAP underpin our response; pupils do not need a diagnosis before support is considered.

## The graduated approach

We follow Assess, Plan, Do, Review. Staff and families agree clear outcomes, record the support and strategies to be used, and review their impact. We consider academic progress alongside communication, wellbeing, participation, and independence, and seek specialist advice where appropriate.

## Pupil and family participation

We listen to parents and carers and support pupils to communicate their views in ways accessible to them. We inform families when SEN support is provided and offer opportunities to discuss progress and provision at least three times a year. EHCP annual reviews provide a further opportunity to review needs, provision, and outcomes.

## Participation and wellbeing

We plan support and reasonable adjustments so pupils can access learning, school activities, and transitions. We consider communication, sensory, physical, and emotional needs and promote belonging and independence. Concerns about bullying are addressed through the school's relevant policies and individual support arrangements.

## Resources and professional development

The SENCo, headteacher and governing board oversee the effective use of staffing, resources, and funding. Staff receive guidance and professional development matched to identified needs. Applications for additional funding follow current Hertfordshire eligibility criteria and do not guarantee an award.

## Partnership and review

We work with education, health, social care, DSPL and specialist services as appropriate. Transition arrangements are planned with families and receiving settings. We evaluate provision through pupil outcomes, provision reviews, family and pupil feedback, staff discussion, and leadership monitoring.

## Reference documents

SEND Code of Practice 0 to 25 years (January 2015); Children and Families Act 2014; Special Educational Needs and Disability Regulations 2014, as amended; Equality Act 2010; current Hertfordshire Local Offer guidance. Official sources: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 and https://www.gov.uk/guidance/special-educational-needs-co-ordinator-senco-national-professional-qualification