



ALMOND HILL JUNIOR SCHOOL
GOVERNING BODY

SEND POLICY

Full Governing Body	December 2025
Date for Review	December 2026

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1. School context

Who was involved in creating the policy and how

This policy was created in consultation with all stakeholders (children, parents, staff and governors).

Reference to statutory legislation

This policy refers to part 3 of the Children and Families act 2014

[Children and Families Act 2014 \(legislation.gov.uk\)](http://legislation.gov.uk)

The Special Educational Needs and Disability Regulations 2014 and the Code of Practice (COP) SEND 0-25 years (January 2015)

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

The equality act 2010

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

2. Our school's objectives

At Almond Hill we aim

- to involve children and their parents fully in the decision making about their provision
- to identify barriers as soon as we can and this means listening to children, parents and teachers (SEN COP 1.2)
- to support our children and our parents in order to facilitate the development of the child to help them achieve the best possible educational and other outcomes, preparing them for adulthood (SEN COP 1.1). Helping them achieve their best, grow in confidence. (SEN COP 6.2)
- to collaborate with health and social care service to provide support (SEN COP 1.2)
- to provide the right support at the right time (SEN COP 1.2)
- a focus on inclusive practice and removing barriers to learning (SEN COP 1.2)

3. Definition of SEN

A child of person has SEN if they have a learning difficulty that calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- or
- have 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 or mainstream post-16 institutions

COP p 15-16 /COP 6.15/6.23-6.24/6.28-6.30/ 6.32-6.35

4. Equality and Inclusion

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is “... Physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. COP p 16-17

See Almond Hill Equality Policy and Accessibility Plan on our website: [Almond Hill Junior School - Policies](#)

5. Pupils with medical conditions

Based on The Children and Families Act 2014

It is the duty of maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with the healthcare plan.

See [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](#)

See our Supporting Pupils with Medical Conditions Policy

[Almond Hill Junior School - Policies](#)

6. Roles and Responsibilities

The Governing Body (working co-operatively with the Head Teacher)

- Establishes strategic staffing and funding arrangements and maintains a general overview of the school's provision for children with Special Educational Needs or Disabilities
- There is a dedicated SEND governor

The Head Teacher

- Has overall responsibility for the management of SEND
- Has responsibility for strategic use of funding
- Regularly informs governors as to provision and practice within our setting
- Works closely with the school's SENCo and Pastoral Team

The SENCo (COP chapter 6)

- Supports teachers to identify and assess children who may have additional needs
- Oversees and reviews provision for these children
- Works closely with, advises and provides appropriate guidance and training for teachers and support staff.
- Liaises with parents/carers of children with additional needs
- Liaises with external agencies including the Local Authority
- Attends regular updates via DPSL2 network meetings
- Co-ordinates records for SEND
- Makes applications for Education and Health care plans in close cooperation with parents
- Arranges and carries out annual reviews of children with Education, Health and Care Plans

- Meets regularly with the Senior Leadership Team and Governors
- Provides INSET for teachers
- Works with other SENCOs and teachers to plan effective transition between phases and year groups
- Provides induction for all new members of staff
- Liaises with relevant designated teacher where a looked after pupil has SEND.

(COP 6.8)

The Class Teacher

- Is responsible for the progress of children with SEND in their class
- Identifies children with additional needs in their class
- Adapts the learning to meet child's needs
- Seeks advice and support from the SENCO to meet the needs of children with SEND
- Works with support staff and specialist staff
- Is responsible for assessing the impact of provision
- Ensures that the classroom reflects the school's ethos of an inclusive classroom
- Contributes to weekly planning meetings ensure all support staff are well informed to support pupils with additional needs.
- Ensure provision is centred on the needs of the child or young person
- Liaises with parents/carers of children with additional needs in their class
- Is responsible for the writing and reviewing the IEP and ADPRS and contributes to the EHCP annual review.

(COP 6.17/6.2-6.3 /6.36/6.43/6.79/6.84-6.85/6.87-6.90)

7. Our school's approach to identification

We have a clear approach to identifying and responding to SEN. We aim to identify needs at the earliest point and plan effective provision which is a provision different from, or additional to, that normally available to the whole of the class. We strive to use high quality teaching to minimise the number of pupils likely to require additional support. (COP 6.79)

We use our extensive transition arrangements to accurately ascertain each pupil's current skills levels when they enter our school.

We use regular assessments of progress via SEN pupil progress meetings, pupil progress meetings and weekly year group meetings.

We aim to identify pupils making less than expected progress. This **could** be characterised as children:

- whose progress is significantly slower than that of their peers starting from the same baseline
- who fail to match or better their previous progress
- who fail to close the attainment gap between themselves and their peers
- For whom the attainment gap widens

This could include progress in other areas such as wider development or social needs.

The information gathering will include early discussion with parents and pupils to develop a good understanding of areas of strength and difficulty, concerns and next steps. Parents will be formally informed of SEN provision being made. (COP 6.43 and 6.39)

We would then decide which provision might best suit the pupil to support them in their learning or social need.

We will take into consideration that SEN needs can develop at different stages in a child's life. We listen closely to the views of parents as they know their child best and will listen to the views of the child.

- 'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment, in line with chronological age, means that there is no learning difficulty or disability and left unaddressed, may lead to frustration, which may manifest itself as disaffection emotional or behavioural difficulties.' (COP 6.23)
- We take even more care when assessing children whose first language is not English. We look at all aspects of a child's performance in different area of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. If the need arises solely from an understanding of English as an additional language; this would not be considered a SEN need. The subject leader for English as an Additional Language (EAL) at Almond Hill is Rebecca Porter. (COP 3.8)

'Professionals should also be alerted to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes, this can be severe. Schools should ensure they make appropriate provision for a child's short term needs in order to prevent problems escalating. Where there are long lasting difficulties, schools should consider whether the child might have SEN'. (COP 6.22)

SEN can be broken down into four broad areas of need

7.1 Communication and Interaction

'Children and young people with speech and language communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech language or social communication at different times of their lives' (COP 6.28)

'Children and young people with ASD including Asperger's Syndrome and autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language communication and imagination which can impact on how they relate to others' (COP 6.29)

7.2 Cognition and Learning

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility communication, through two profound and multiple learning difficulties (PMLD), where

children are likely to have severe and complex learning needs as well as a physical disability or sensory impairment'. (COP 6.30)

'Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia'. (COP 6.31)

7.3 Social, Emotional and Mental Health Difficulties

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment to this order'. (COP 6.32)

'Schools should have clear processes to support children and young people, including how they manage the effect of any disruptive behaviour so it does not adversely affect the other pupils. The Department of Education publishes guidance on managing pupils' mental health and behaviour difficulties in school.' (COP 6.33)

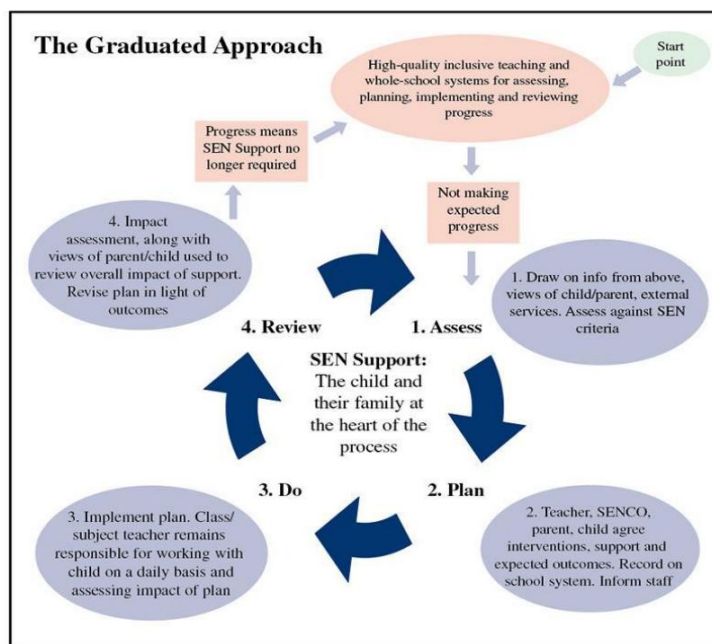
7.4 Sensory and/or Physical Needs

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI) hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with MSI have a combination of vision and hearing difficulties.' (COP 6.34)

'Some children and young people with their physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers'. (COP 6.35)

8. Admissions

- Priority will be given when a child with a Statutory Assessment or an Education, Health Care Plan (EHCP) names the school.
- We will take reasonable steps to ensure that pupils with a disability are not placed at a substantial disadvantage to other pupils who are not disabled and will give consideration to physical access to the school and access to the curriculum through the School Improvement Plan.
- The Governing Body has implemented an Accessibility Plan which details how the school works to provide access to all stakeholders in the school through its curriculum, communication systems and through physical access.



9. Assessment

Children who continue to face barriers in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, to meet their needs. The SEND COP of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support. This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.

Assessment may include

- Teachers ongoing assessment
- Standardised reading, spelling or mathematics assessments.
- Use of profiling tools to identify detailed needs, such as for speech, language and communication needs.
- Screening assessments for specific learning difficulties.
- Request for advice from a specialist professional.

Planning may include

- Specialist programmes or a personalised curriculum.
- Additional resources within the classroom
- Working in a small group – e.g. for extra provision
- Peer support or extra support from an adult.
- Physical or personal care support.

Do may include

- Delivering high-quality teaching to the student in every lesson.

- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified
- Managing any teaching assistants who are supporting students with SEND in lessons.
- Implementing any targeted or specialist provision where this requires the involvement of the teacher.
- Regularly assessing and monitoring the student's progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the student, their parents, the SENCO and any other staff involved in order to establish how things are going and whether any changes are required.

Review may include

- What progress has the student made? Have they achieved their agreed targets and what is the evidence for this?
- What impact has the support/additional provision had on progress?
- What are the student's, parents' and professionals' views on the support/intervention?
- What changes need to be made to targets or provision next term?

<http://www.sec-ed.co.uk/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/>

Provision for children with SEND is monitored through monitoring of IEPs ,ADPRs and Provision Maps with the senior leadership team and particularly the SENCo.

There will be a continuum of provision matched to individual needs, with as many children and young people as possible having their needs met in universal settings.

A child who is having individualised support with their learning has an IEP.

- The child's IEP sets out short-term targets and the planned provision that will be used to enable the child to achieve these targets.
- An individual book may be used to monitor pupil progress against these targets.
- These are reviewed termly with parents and every half term learning targets will be reviewed and children moved on where necessary and parents are informed via 'Target Achieved' or 'Well Done' certificates and the year group emails and children are encouraged to contribute their views. Certificates photos will be sent home via *Seesaw* and a hard copy sent home too. This will also happen if a child has a cognition and learning target on their APDR
- Reviews of IEPs indicate the outcomes in terms of the child's achievements and indicate any further action that is necessary.
- The targets set are small, measurable, achievable, realistic and time scaled (SMART). It is usual for between one and three targets to be agreed. Targets will be set in liaison between the child, parents, class teacher and the SENCo.

A child who is having support for a range of difficulties will have an ADPR (Assess Plan DO Review). The child's ADPR covers areas of;

- Structure and organisation
- Social communication
- Emotional and sensory regulation
- Cognitive and learning

Needs will be assessed and strategies designed to meet these needs.

If a child is at risk of disaffection or exclusion, their therapeutic plan (TP) will reflect appropriate strategies to meet their needs.

The school may draw up a TP in line with Hertfordshire STEP ON Therapeutic Thinking (see Behaviour and Relationships Policy). 'Step On' is training in de-escalation. It emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm'. *Hertfordshire Step on Therapeutic Thinking*

These may be used in conjunction with an IEP or ADPR. TPs will be reviewed with parents and child regularly to ensure they meet the needs of the child as closely as possible.

10. Education Health and Care plan Needs Assessment (EHCNA)

Educational Health and Care plans (EHCPs)

'The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges (as set out in the information on identification and support in Chapters 5, 6 and 7). Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan'. SEN COP 9.1 This will always be done in close co-operation with parents. Children will also be consulted for their views.

SEN COP 9.14

'In considering whether an Education Needs Assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence...'

SEN COP 9.3

'A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. The factors a local authority should take into account in deciding whether it needs to undertake an EHC needs assessment are set out in paragraphs 9.14 to 9.15, and the factors a local authority should take into account in deciding whether an EHC plan is necessary are set out in paragraphs 9.53 to 9.56. The EHC needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with an early years provider, school, post-16 institution or other provider.'

The EHCNAR (Educational Health Care Needs Assessment Request) is a 20-week process. Parents will be informed if the EHCNAR will go ahead 6 weeks after the application is made.

Between weeks 6 and 16 a professional will be allocated to assess a child. By week 16, the report from the professional will have been used to inform the EHCNA. Schools are also asked for their professional opinion. It is at this point a draft EHCP may or may not be issued. If the local authority does not think an EHC plan is needed, parents and school will be offered a meeting with a representative from county. If the EHCNAR is successful, parents and school have the opportunity to

read and make minor adjustments before the final EHC plan is issued. The EHC plan will be reviewed annually. A relevant professional along with a representative from county may be invited.

For more details see SEN COP [SEND Code of Practice January 2015.pdf](#) Chapter 9

Please refer to the SEND Information Report which can be found on the website for further information for parents answering specific questions about SEND support at Almond Hill including transitions between schools and within school. [download.asp](#)

Our SENCo Mrs Birchall can be contacted at iep@almondhill.herts.sch.uk

Please find a link below to:

The Hertfordshire SEND Local Offer

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

The Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.

Funding for SEN support

- All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies.
- School and academy sixth forms receive an allocation based on a national funding formula. 6.96 Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.
- It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.
- This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN.
- Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. (COP 6.95-6.99)