



# SEND Policy

Policy Ratified: Spring Term, 2025

To be reviewed: Spring Term, 2026

## **Strathmore Infant and Nursery School SEND Policy**

### Vision

To be an inclusive school, which removes barriers and provides an environment, and provision, that nurtures individuals to make good progress.

### Aims

Strathmore Infant and Nursery School aims to provide a broad, balanced, creative and inclusive education with high expectations for all our children. We believe that their emotional well-being is key to creating happy, confident and resilient learners. We aim to promote positive learning experiences for our children with SEND through:

- Inclusive and quality first teaching which uses a range of teaching and learning strategies.
- Implementing strategies to overcome barriers to learning and participation.
- Identifying and addressing individual needs as quickly as possible.
- Listening to, and working with, parents/carers to support their children.
- Ensuring that where possible, all pupils with special educational needs are involved in decisions made about their education.
- Providing a safe, supportive, inclusive learning environment.
- Setting appropriately challenging targets.
- Communicating children's needs appropriately throughout the school.
- Making effective use of all support services available to us.
- Providing SEND related CPD for staff
- Signposting valuable learning opportunities for parents and carers
- Ensuring all children feel a valued part of the school community and have opportunities to have their voice heard

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following documents and guidance.

- Equality Act 2010: advice for schools DfE 2014
- SEND Code of Practice 0-25 (2015)
- Schools SEND Information Report (updated annually) refer to school website
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2015)
- Child Protection Policy (updated annually) refer to school website
- Accessibility Plan (updated every 3 years) refer to school website
- Teacher's Standards 2013

This policy has been created in consultation with the school community including Governors, Parents/carers and staff and is written alongside the school's SEND information Report which is updated annually.

#### Definition of Special Educational Needs

This policy is based on the definition of special educational needs as stated in the Special Educational Code of Practice (Department for Education, 2015) introduction paragraph xiii, xiv;

"A child or young person has SEND if they have a learning difficulty or disability which calls for special provision to be made for him or her.

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

- Has a significantly greater difficulty in learning than the majority of others at the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

We understand the importance of offering reasonable adjustments for children with disabilities. We adhere to two key duties:

- We demonstrate flexibility and take positive steps to ensure that pupils with a disability can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provide for pupils.
- We will make reasonable adjustments, including the provision of aids and services, to ensure that pupils with disabilities are not at a disadvantage compared with their peers.

When identifying a child's needs the Code of Practice refers to four broad areas of Special Educational Needs and Disability:

1. Communication and Interaction (this includes children with speech and language needs, ASD-Autistic Spectrum Disorder).
2. Cognition and Learning (this includes conditions such as dyslexia, dyspraxia, dyscalculia, through to moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties).
3. Social, Emotional and Mental Health difficulties (this includes children who have medically unexplained symptoms, such as anxiety and depression. It also includes children with Attention Deficit Disorder, Attention Deficit and Hyperactivity Disorder and Attachment Disorder).
4. Sensory and/or Physical Needs (this includes children with multi-sensory impairment, hearing impairment, vision impairment or physical difficulties).

It is important to note that behavioural difficulties, slow progress and low attainment alone do not necessarily mean that a pupil has SEND. Identifying and assessing SEND pupils whose first language is not English requires care; difficulties relating solely to limitations in English as an additional language are not SEND.

#### Identifying Children with Special Educational Needs and Disabilities

At Strathmore we use a proactive approach when identifying and assessing SEND in order to ensure early intervention and to offer provision appropriate to a child's needs.

The process of identifying needs, and barriers to learning, is undertaken in partnership with parents and carers, staff members and the children themselves.

Parents/carers with children joining us in the Nursery or Reception class can expect their child to receive a home visit providing a private opportunity for parents and carers to share any concerns regarding their child or any known SEND they may have. Transition meetings are also held with feeder settings so that any relevant information can be passed on and additional transition plans made if required.

The class teachers and SENCo are always willing to meet with parents prior to children joining Strathmore to discuss a child's needs. Once children are in the school, termly Pupil Progress meetings are used to monitor and track individuals progress. If concerns are raised that children are not making expected progress, staff will complete a Pupil Concern Form to consider what the barriers may be, liaise with parents/carers and share with the SENCO. Interventions or advice from external professionals may be sought.

If a child is identified as having additional needs they will be recorded on the school SEND register to ensure that their progress and development are tracked and monitored closely. A discussion will be held with parents about additional support being put in place and an assess-plan-do-review plan will be written, and shared, with regular reviews scheduled.

#### Disability

The Equality Act 2010 defines a disability as “a physical or mental impairment which has a long term and substantial adverse effect on their abilities to carry out normal day to day activities.” Pupils with a disability do not necessarily have SEN, but there is a significant overlap between disabled children and young people with SEN.

### Provision - A graduated approach

At Strathmore we follow a cyclical approach of Assess, Plan, Do, Review in line with the SEND code of practice to ensure we meet the needs of each individual child.

The cycle is outlined in more detail below:



**Assess:** Where a child may be experiencing a problem or not making progress, his/ her needs are analysed using a range of data and information. A need may be identified by a member of staff, parent/carers or child.

**Plan:** Parents/carers, pupils and teachers will meet to plan a way forward. A range of adjustments to remove barriers to learning may be made in the classroom or a targeted intervention plan put into place. The assess-plan-do-review will have targets and a set review date. It may not be clear at this stage if a pupil has SEND. Interventions will be recorded on the class provision map.

**Do:** The execution of the plan is the responsibility of the class teacher. Where the intervention involves 1:1 teaching or group work away from the main teacher, the class teacher is still responsible for the implementation of the plan. The person running the intervention is required to record notes, and fill in an intervention register, to document each session in order to track progress.

**Review:** The plan is reviewed on the agreed date to see how effective it has been, using information gathered throughout the process. Pupils, Parents/carers and staff are all consulted. This information will determine what action, if any, needs to happen next.

Occasionally it is necessary to seek advice from external professionals. At Strathmore we receive advice and support from a number of external services including:

- Ask SALI
- Educational Psychologists
- Woolgrove School outreach
- Early Years Specialist Advisory Teachers
- Speech, Language, Communication and Autism Advisory Teachers
- Speech and Language Therapy team
- Child and Adolescent Mental Health Team (CAMHs)
- Step 2
- Child Development Centre (CDC)
- Specialist Teachers for Sensory Impairments e.g. physical, visual or hearing impairment.
- NESSie
- Hitchin Primary Outreach Support Service
- DSPL 1 - <https://nhdspl.org.uk/#>

Parents/carers will always be consulted regarding these discussions. Advice received from external professionals will be used to ensure that our school support best meets the individual pupil's needs. If a child has consistently met their targets over a period of time they may no longer require SEND Support but their progress will continue to be monitored to ensure that they continue to make progress.

#### Safe Space Therapy

Our school works closely with Safe Space which provides quality assured Counselling and Arts Therapy for 5-19 year olds across Hertfordshire. When children have been identified by parents or staff as having a well-being or mental health need we can refer the child to receive support in school.

For pupils the benefits can include:

- Improved self-esteem
- Improvements in behaviour and/or attendance
- Better attainment / achievement
- Reduced risk of exclusion
- Improved peer relationships
- Better academic progress

Often children and young people find it difficult to tell us their thoughts, ideas and feelings. As a result, their behaviour can be the way they express themselves to try and meet their needs. Therapy can be used very effectively as an early intervention strategy to prevent the deterioration of a child or young person's emotional health and wellbeing. It can enable them to cope more effectively in a school setting; both socially and academically. The therapeutic aim is to open up ways of development and healing without confrontation. Children are encouraged to explore and express themselves through creativity.

#### Drawing and Talking Therapy

At Strathmore we have two teachers qualified in delivering Drawing and Talking therapy sessions. This is a gentle, and non-invasive therapy that consists of a 12-week cycle of 30-minute one-to-one sessions, which allow pupils to utilise drawing as a way to help them express their feelings.

#### Specialist SEND provision

The majority of pupils with SEND will have their needs met within school. In some cases, where pupils have multiple and complex needs, it may be necessary to conduct a statutory Educational, Health and Care assessment in order for the local authority to decide whether it is necessary for it to make provision through an EHCP (Education, Health and Care Plan).

The purpose of an EHC Plan is to ensure that purposeful provision is made securing the best outcomes for the individual across education, health and social care and, as they get older, prepare them for adulthood. The EHCP process involves coordinated assessments from all services that are involved with the child and for these services to work together in meeting the needs of the child. Parent/carer and pupil views are included in the EHCP and parents/carers are involved in the planning process of this assessment.

All EHC plans will be reviewed every 6 months when the child is under 5 and then annually after the age of 5. The reviews involve parent, pupil, school, external agencies working with the child and sometimes a member of the Local Authority SEND Team.

#### Allocation of resources for vulnerable pupils, those with SEN or who are disabled

The school's budget is given to the school by the Government and includes money for supporting children with SEND. The Headteacher in consultation with the Governors and Senior Leadership Team decides on the deployment of resources for SEND according to the needs of the school. The Headteacher and Leadership team decide what resources, training and support are needed.

Local High Needs Funding may be allocated by North Hertfordshire Local Authority on a fixed term basis to pupils without an EHCP but whose needs are considered exceptional for that cohort. This is applied for and granted through local Cluster and Panel meetings. For those with an EHCP, the

banding system introduced in 2020 will determine if funding is required to meet the provision identified in the plan.

#### Responsibility and arrangements for coordination of SEND provision

At Strathmore there is shared accountability for our SEND approach to ensure each child has their needs met as fully as possible.

**Families:** Working in partnership with parents is key to offering the best support to our pupils with SEND. We recognise the importance of including parent/carer and pupil views when assessing, planning, delivering and reviewing the support in place. We expect parents to be involved in our termly meetings to set and review targets for their child, which is in addition to parents' evening meetings. We aim to support parents/carers with their children's learning and will provide resources and signpost to additional training that might be relevant to their child's needs.

**Teaching staff:** Class teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils who have SEND. Class teachers have the responsibility to monitor and evaluate pupils' progress and to set future targets for them. On identifying limited progress, the first response will always be to deliver targeted high quality first teaching. The class teacher is also responsible for informing school leaders and the SENCO of pupil progress concerns to allow early identification and support. Sometimes, it may be necessary to put in place additional support or targeted interventions. Provision map sessions may be delivered on an individual basis or within a small group. It is the responsibility of the class teacher to monitor and assess the progress of SEND pupils. A team approach is encouraged for class teachers to work with the SENCO to plan and review interventions together. The key responsibilities of the class teacher include the following:

- Organising termly communication of assess-plan-do-review targets with parents/carers.
- Updating assess-plan-do-review targets and sharing this document with parents/carers, teaching assistants and in a child friendly way with the child.
- Assessing and tracking progress and attainment of all children, including children with SEND.
- Implementing strategies to close the gap for those children working significantly behind by high quality teaching and intervention planning. Those pupils with an EHCP will work towards their targets.
- Working collaboratively with the SENCO and teaching assistants to plan and review interventions, in relation to the impact it is making on pupil progress.
- Increasing the confidence of pupils with SEND within the class and ensuring that they are fully supported, challenged and independent.

#### SENCO The key responsibilities of the SENCO include the following:

- Developing and reviewing the school's SEND policy and practice



- Coordinating the most effective support by working with children, parents/carers, school staff and external professionals.
- Monitoring the quality of SEND documentation such as assess-plan-do-review targets and intervention records for children
- Maintenance of the whole school provision map
- Providing support, guidance and CPD for staff
- Tracking and prioritising SEND spending
- Provide regular updates on parent training available locally, as well as local and national information
- Advising on the deployment of the school's designated budget and other resources to meet pupil's needs effectively.
- Liaising with other providers of education to ensure that a pupil and their parents are informed about options and a smooth transition in and out of Strathmore is planned.
- Ensuring that the school keeps the records of all pupils with SEND diagnosis and early identification of possible SEND and that these records are kept up to date including all parent meetings and meetings with external professionals
- Monitoring attendance and progress of SEND pupils.

#### The Headteacher

- Liaises regularly with the school's SENCO to ensure that the day-to-day management of all aspects of the school's provision for children with SEND is effective.
- Meets with parents/carers as appropriate.
- Keeps the Governing Body informed of issues relating to SEND and offers updates within the termly Headteacher's report to the Governing Body.
- Works closely with the SENCO in the implementation of the strategic development of SEND provision within an inclusive framework.
- Plans the annual SEND budget with the Governing Body, whilst taking account of pupil needs from communication with the SENCO.

#### The Governing Body/SEND Governor

- The Governing body appoints a governor to represent SEND
- Takes responsibility for determining and overseeing the review of the SEND policy and provision.
- Establishes appropriate staffing and funding arrangements are planned for the academic year to support pupils with SEND.
- Takes an active role in attending SEND policy review meetings and annual SEND Information Report reviews.
- The SEND Governor liaises with the SENCO termly and communicates SEND updates to the Governing Body.

If parents/carers are unhappy with the provision made for their child, they have the right to complain as outlined in the School's Complaint Procedure.

#### Admission arrangements

Strathmore school follows the Hertfordshire admissions rules alongside guidance in the SEND Code of Practice for Admissions to ensure that pupils with SEND are treated fairly. This means that we:

- Must consider applications from parents/carers of children who have SEND but do not have an Education, Health and Care Plan (EHCP) on the basis of the school's published admissions criteria as part of normal admissions procedures
- Must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs

(See admissions policy for full details)

#### Storing and Managing Information

Documents relating to pupils with SEND are stored on our school server and in a locked cupboard. SEND records are passed on to the new educational setting when a child leaves our school.

#### Data and Record Keeping

Each class/year group has a provision map which is kept securely in the 'Acorn file' in each class. A provision map records what provision is in place for all children with reasonable adjustment; some children regarding specific interventions and a few children who require highly specialised support. Each class provision map is updated and reviewed at least three times a year and is cross referenced to the minutes of pupil progress meetings.

The school uses a computer based system to record, collate and track progress across the school. This data informs the provision maps and pupil progress meetings and from this targets are set for all children. Children with more complex needs will be given highly personalised interventions and support and this will be recorded on their individual assess-plan-do-review forms. All children with

SEND also have a One Page Profile, which is located on the front of the assess-plan-do-review form, which captures important information to enable teachers to personalise learning for each young person. This information enables teachers to be aware of the strengths, interests and specific support needs of their pupils.

As part of the Assess, Plan, Do, Review Cycle, as mentioned above an external professional may be consulted for advice on specialist support. It may emerge that a child has a Special Educational Need, which falls into one of the 4 categories. If a child is identified as having a Special Educational Need, this will be recorded on the School Census and SEND register, which is updated twice a year. Parents will be part of the identification process and will be kept fully informed. The recording of a child's provision will depend upon the nature and complexity of the Special Educational Need. Extra provision, targets and outcomes may be recorded on the class provision map. More specialist provision may be recorded on Risk Reduction Plans, Individual Support Plans, Pastoral Support Plans or Individual Medical Plans. Where many agencies are working with a child, a Team around the Family may be put into place. All plans will be reviewed at least termly with relevant professionals, parents/carers and pupils.

### The Hertfordshire Local Offer

This resource provides information and support to parents/carers in Hertfordshire whose children have Special Educational Needs or Disabilities. Further information can be found here <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Policy updated March 2025.

## Appendices

### Class Provision Maps:

Strathmore Infant School Hitchin

Provision Map 2024-2025

Year Group:	Class:	Teacher:	Term:		
WAVE TWO AND THREE: Targeted Support and specialist					
Provision / Resource/ Frequency (include start and end date)	Staff / Pupil Ratio	Staff Involved	Pupils Involved	Assessm ent data – entry/ exit	Impact

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN"  
(SEN Code of Practice 8.37)

Key:																																							
Autumn	Spring																																						
Year Group:	Class:																																						
Teacher:																																							
Term:																																							
Universal: Quality First Teaching																																							
Strategy	Notes																																						
<b>Cognitive and Learning:</b>																																							
Reading cues, coloured overlays/paper																																							
Preteaching concepts																																							
Scaffolding																																							
Task lists / sound buttons																																							
Visual task sheets / checklists																																							
Adapted software																																							
Writing frames																																							
Word banks																																							
Capacities/structures e.g. Bunsen burner																																							
Instructions broken down/steps																																							
Additional processing/extra time																																							
Repetition of instructions/instructions																																							
Writing slopes																																							
Reduced output																																							
<b>Communication and Interaction:</b>																																							
Visual Timetable																																							
Visual prompts (photos / objects)																																							
Now and Next																																							
Adapted writing for instructions																																							
Preparing child for change to routine																																							
Modeling																																							
Repeating back																																							
Simple / repetitive language																																							
<b>Social, Emotional and Mental Health</b>																																							
Public domain																																							
Wobble cushion																																							
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	Autumn	Spring	Summer
Pupils being monitored/ concern form			
Pupils with an APOR			
Pupils with an EHCP and APOR			

Pupil Concern Forms:

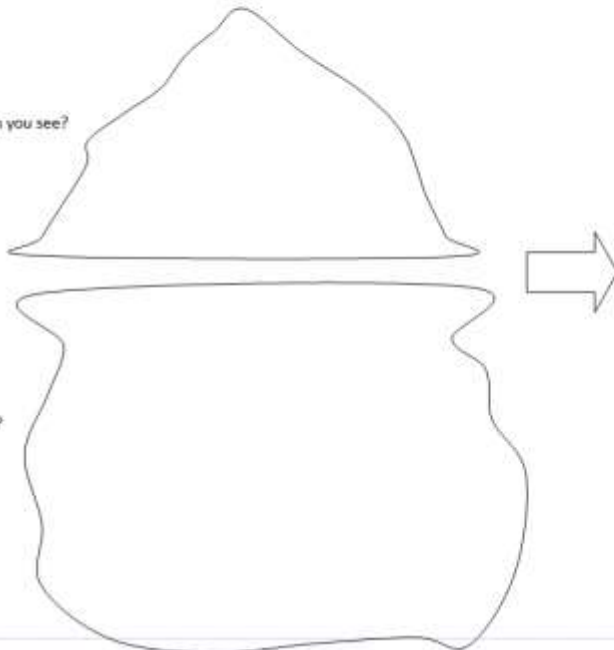
### Pupil Concern Form



Name:	Year & Class:
Date:	Completed by:

What can you see?

What might be the reasons?



Next steps: See overleaf for ideas.

(NB: teacher intervention needs to be seen before SENCo involvement)

Impact: If still a concern, meet with SENCo.

### One Page Profiles (first page of assess-plan-do-review forms):



's APDR  
Plan number: 1

#### Section A: All About Me

Name:	Class:	Pupil Premium?	Date:	Date for review:
Area of need (please highlight):	Cognition and Learning	Communication and Interaction	SEMH Social Emotional	Physical and Sensory Other
Attendance year to date:		Plan prepared by (usually class teacher):		

<b>Strengths:</b> (include parent voice in bold, student voice in italics) <ul style="list-style-type: none"> <li></li> </ul>	<b>What I want you to know about me:</b> (Needs/diagnoses) <ul style="list-style-type: none"> <li></li> </ul>
<b>What I find tricky at school/ in my learning:</b> <ul style="list-style-type: none"> <li></li> <li></li> </ul>	<b>People who help me:</b> (to include all external professional agencies and support) <ul style="list-style-type: none"> <li></li> </ul>
<b>Classroom strategies and reasonable adjustments</b> <ul style="list-style-type: none"> <li></li> </ul>	

Assess-plan-do-review forms (for all children, including those with EHCPs):

's APDR  
Plan number: 1



Section B: Assess – Plan – Do – Review

Autumn Term - Assess					
Target	School Provision	Who and when?	Outcomes	Achieved? GAR	How you can help at home

Autumn Term - Review			
	Pupil	Parent	Teacher
What worked well?			
What was the impact? Evidence			

Date plan reviewed with:	Parent	Child
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