SEN

POLICY

Date of Issue: Autumn 2026

Review Date: Summer 2027

SEN Policy

At Hare Street we are an Inclusive School and, as such, value the contribution made by all members of the school community and are committed to a whole school approach, which values the achievements of all our children. We acknowledge that all children will experience some difficulties during their development. It is our commitment and duty to identify and meet those needs through a differentiated curriculum and the use of differing teaching and learning styles so that all children can have the same entitlement to the full curriculum.

The Code of Practice on identification and assessment of special educational needs provides 4 fundamental principles upon which this policy is based.

- The needs of all pupils who have SEND either throughout, or at any time during, their school careers must be addressed…
- Children with SEND require the greatest possible access to a broad and balanced education, including the National Curriculum.
- The needs of most pupils will be met in the mainstream and without a statutory assessment or Educational Health care Plan.
- The knowledge, views and experience of parents are vital. Effective assessment and provision will be secured where there is the greatest possible degree of partnership between parents and their children and schools, LEAs and other agencies.

We aim to give children with SEND equal opportunities with others to benefit from this and succeed in all aspects of school life. We plan to promote this by:

- Identifying and assessing each child's individual needs.
- Differentiating the learning experiences we provide to match these needs.
- Valuing each child as an individual in order to enhance self-esteem.
- Emphasising what each child can do as a basis for further progress and development.
- Recognising that some children with SEND may need extra time to practice skills and consolidate learning.

- Provide extra support from classroom assistants, where resources are available to fund this.
- Work in close partnership with parents.
- Liaising with outside agencies where appropriate in order to obtain specialist support when necessary.

Persons responsible for SEND provision.

SENCO and Assistant SENCO

Headteacher

Classteachers

Learning Support Assistants

Governing Body.

Arrangements for co-ordinating SEND provision.

The SENCO and SENCO assistant:

- Maintains the SEND register.
- Monitors and oversees records.
- Supports teachers in their planning for children with SEND.
- Attends review meetings with parents when necessary.
- Monitors the work of SEND/LSAs.
- Keeps up to date with the Code of Practice and SEND issues.
- Contributes to training for other members of staff.
- Purchases and monitors the use of learning resources.
- Manages SEND staffing & Resources Budget.

Class teachers:

- Plan for SEND provision for the identified children in their class.
- Plan One Plans for the identified children in their class.
- Keep regular records on the identified children, which may include I.E.P'S/ Individualised Learning Programmes.
- Provide up to date information to parents on a regular basis and attend review meetings.
- Liaise with the SENCO regarding up dating One Plans and other records.
- Liaise with LSAs regarding implementation of daily planning for identified children.
- Attend appropriate training courses.

Learning Support Assistants.

- Support specified SEND children in the classrooms and playgrounds as necessary.
- Work with pupils on their One Plans
- Contribute to keeping records of the childrens' work.
- Meet with SENCO/HLTA to plan activities.
- Attend appropriate training courses.

Concerns about a child's learning may be expressed by a parent or teacher. Once there is an agreed focus, a formal review date should be set between the parent and the teacher to assess the situation more formally. At this stage the teacher may seek advice from the SENCO.

Continued concern will necessitate the classteacher putting the child onto SEND support, this will only be done in consultation with the parents and the SENCO. One Plans should be reviewed regularly and at least once before decisions are made to move to ECHP. This may be done in consultation with Educational Phycologist and the Specialist Teacher teams.

If an agreed focus is be maintained and the difficulty continues then the school will move to formal assessment using the Essex Stages of Assessment document. This is a set procedure drawn up in accordance with the requirements of the Code of practice.

SEND Support provides the framework for school based action. At each of these consideration is given to criteria for placement, information to be collected, school actions and the implementation of One Plans for the pupil. There are standard record and review forms at each stage.

Children may receive a higher level of support if there is a consideration by the LEA as to whether statutory assessment is necessary. This is done in collaboration with the school, parents and appropriate agencies. The LEA uses the statutory assessment information to consider whether an EHCP is necessary.

The Headteacher, SENCO and SENCO Assistant will monitor planning and the success of One Plans, a termly staff meeting will be dedicated to discussing SEND issues, reviewing the register of SEND pupils and updating One Plans.

The Headteacher and the SENCO will also report to the governing body regarding SEND.

The senior management team will also consider the results of any standardised assessments or screening in the foundation stage, KS1 and KS2. Any implications for SEND provision will be drawn to the attention of staff.