



Special Educational Needs and Disabilities Policy

Approval: Full Governing Body

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Date of next Review: February 2027

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



Introduction

At Rickmansworth Park JMI School, the children are at the heart of all that we do. We have a strong tradition of promoting excellence and supporting ambition within a caring, happy and safe environment.

Our guiding principles are:

- To provide an education which develops the whole child.
- To provide a broad and balanced curriculum with a strong focus on enrichment opportunities.
- To teach children to understand their own rights and to respect the rights of others.

Rickmansworth Park School is a **Rights Respecting School**, based upon the United Nations Convention for the Rights of the Child. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships. We believe that being a rights-respecting school promotes positive behaviour and will enable us to develop successful, responsible citizens for the future.

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all actions concerning children.

Article 23 (children with disability)

A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

COMPLIANCE

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

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice Jan 2015
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Schools SEND information report.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS, SEND Code of Practice 2014

Definition of Special Educational Needs is '*a child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of the other pupils at the same age*'.

AIMS

Rickmansworth Park JMI Primary School aims to provide an inclusive, broad and balanced education for all pupils so that they grow in confidence and self-esteem.

It is our objective to provide a safe and caring environment where each pupil will be encouraged and taught in a manner sensitive to their individual needs so they may achieve their maximum potential.

We recognise that each child is a unique individual, with his or her own unique contribution to make to the life of the school.

SEND IS DIVIDED INTO 4 TYPES

Communication and Interaction - this includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties.

Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

- Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.
- 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 SEND.
- A child must not be regarded as having a learning difficulty solely because he or she has English as an additional language.

DISABILITY

- Some young people may have a disability under the Equality Act 2010, which states '*those who have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities*'.
- Where such a pupil requires special educational provision they will be covered by the aims of the SEND Policy.
- We will make *reasonable* adjustments to ensure that disabled pupils are not at a substantial disadvantage compared to their peers.
- Very occasionally a child has complex needs where provision cannot reasonably be delivered through services that are normally available (see 'Education Health Care Plans' p5)

OBJECTIVES IN THE SEND POLICY TO MEET THESE AIMS ARE:

- To foster positive attitudes to learning amongst children, parents/carers and staff
- To identify and assess children with special educational needs as soon as possible
- To ensure that all learners make the best possible progress
- To communicate and involve parents/carers as soon as a SEND concern is raised and to help and support them by providing them with all the information available
- To ensure that children with special educational needs and/or disabilities are able to partake in all activities and contribute fully to school life
- To ensure, when appropriate, that learners express their views and are fully involved in decisions which affect their education
- To provide support and advice for all staff working with children with SEND
- To ensure access to a range of resources to support staff in their teaching of children with SEND
- To promote effective partnership and involve outside agencies when appropriate
- To ensure the governors of Rickmansworth Park JMI School are involved and aware of the SEND provision in the school.

The success of the school's SEND policy will be judged against the aims set out above.

ROLES AND RESPONSIBILITIES

The SEND Code of Practice states that *“all teachers are teachers of pupils with special educational needs. Teachers are responsible and accountable for the progress and development of all the pupils in their class”*.

- Teaching such pupils is therefore a whole school responsibility, requiring a whole school response.
- High quality teaching differentiated for individual pupils is the first step in responding to pupils who have or may have SEND: additional intervention and support cannot compensate for a lack of high quality teaching.
- The named teacher with responsibility for SEND (SENCo) and Inclusion (INCo) is Kate Tamayo. Ms Tamayo successfully gained the National Award for SEN Coordination in November 2012.
- Jane Herman is the named SEND governor but the governing body as a whole is responsible for making provision for pupils with SEND.

The SENCo/INCo is responsible for:

- Coordinating provision for children with special educational needs so that the barriers to learning might be overcome
- Liaising with and advising fellow teachers and learning support assistants
- Overseeing the records of all children with special educational needs
- Tracking, monitoring and evaluating SEND children's progress carefully to monitor impact of interventions and direct future actions required
- Contributing to and organising, with the head teacher, the in-service training of staff
- Liaising with external agencies, arranging meetings and providing a link between these agencies, class teachers and parents/carers
- Reporting regularly to the governors with responsibility for SEND

- Monitoring the effect of this policy on the progress of the children across all vulnerable groups, including but not exclusively; SEND, EAL, Pupil Premium and Children Looked After
- Assessing the resource needs for the subject
- Direct intervention with children with SEND when required.

ADMISSION ARRANGEMENTS

- Rickmansworth Park JMI School has adopted Hertfordshire's admissions arrangements. The school welcomes a mixed ability intake, which reflects the social and cultural aspects of the locality.
- Some children may be identified as having a disability and/or SEND before entering the school and some may already have an Education, Health and Care Plan. As an inclusive school we will make every effort to seek advice and secure adequate provision to accommodate children's needs.

FACILITIES

The small school site presents some challenges but, where possible, the whole school environment is inclusive for children with SEND. However, the school is a single storey building built on several different levels accessed by stairways. The lower junior playgrounds are only accessible from the school via a steep incline.

- There is no shower facility available.
- Due to limited availability of rooms and no possibility of extension due to planning regulations, individual children or small groups withdrawn from the classroom work in thoroughfares, the computing suite or dining room.

Where appropriate the school will have the resources recommended by the advisory teachers for children with physical or medical needs.

RESOURCES

- Teaching Assistants (TAs) are deployed to give additional support but do not work within the classroom environment. Dependent on need, individual children are given 1:1 tuition for 10-15 mins regularly.
- Staff training internally and externally helps to ensure that all staff have an up to date working knowledge of SEND issues and current legislation.
- Information re Pupil Premium Funding is published on the school website.
- If a child has exceptional needs the school can apply to county for High Needs Funding (HNF) and Local High Needs Funding (LHNF) allocated for a fixed term.
- Staff are able to differentiate work for most pupils using the resources available.
- Rickmansworth Park JMI has Family Support Workers in-house one morning a week. They provide hands on practical and emotional assistance to families and children. Their aim is to create a healthier family environment where children can focus on their mental wellbeing and education.

IDENTIFICATION, ASSESSMENT AND PROVISION

Identifying children with SEND.

- Rickmansworth Park JMI School is committed to early identification.
- The identification of needs is made possible through the continuous assessment and monitoring of the child's progress.
- Slow progress and low attainment do not necessarily mean that a child has SEND.
- Progress which: a) is significantly slower than that of their peers starting from the same baseline b) fails to match or improve the child's previous rate of progress c) fails to close the attainment gap between the child and their peers d) widens the attainment gap which could indicate that the child may have a degree of SEND.
- The identification of SEND is built into the school's overall approach to monitoring the progress and development of all pupils. This is done termly through Pupil Progress Meetings and involves the Head Teacher, Class Teacher and the SENCo/INCo. These meetings identify where pupils are falling behind or making inadequate progress and involve discussions regarding next steps for these pupils. Pupil Progress Meetings interpret data from all assessments made in school or from outside agencies.
- Where a special educational need is established, the school, in partnership with parents/carers and where appropriate the child, will adopt a graduated response to meet the needs in line with the recommendations of the Code of Practice 2015.
- A SEND register is kept.
- The class teacher remains responsible for the child but the SENCo/INCo will review and monitor the action, giving guidance and support when required.
- Where necessary, a Provision Map will be established detailing all provision being received. The Provision Map details the interventions or 'booster programmes' and outside agencies that are in place to support the needs of these identified pupils.
- Parental involvement is always encouraged.
- If the school or parents/carers wish for further advice from outside professionals the school will make a referral.
- The Provision Map will reflect any recommendations or targets set by the outside professionals.

EDUCATION, HEALTH AND CARE PLANS (EHCP)

- Very occasionally a child has complex needs where provision cannot reasonably be delivered through services that are normally available.
- The school and/or parents/carers may request an Education, Health and Care assessment from the local authority. If successful, an EHC Plan will be drawn up at a multi-disciplinary meeting in which the views of the parents/carers and the child are central.
- The EHCP will be reviewed annually.
- Planning for Secondary Transfer will begin in the Spring term of year 5 with an additional review to allow appropriate options to be considered. The SENCo/INCo will liaise with the secondary school so effective arrangements are in place.

TEACHING AND LEARNING

- It is our policy to provide a broad and balanced curriculum for all our children. All pupils are entitled to a curriculum which is relevant to their needs, and builds on their strengths, enables progression at an appropriate rate and level and allows all pupils to experience success.
- Teachers are responsible and accountable for the progress and development of the pupils in their class.
- Teachers will be aware of the needs and abilities within their classes and will use a variety of approaches and materials to meet these needs, ensuring that the work will be adapted to suit pupils' different learning styles.
- Identified pupils will have the opportunity to work with the SENCo/INCo on a one to one or small group basis or with teaching assistants individually.
- Our subject policies provide further details of how this is addressed in the different curriculum areas.
- All pupils have targets set termly and these are tracked and monitored.
- Intervention programmes are used to support children who are experiencing difficulties.

PUPIL AND PARENT/CARER PARTICIPATION

- All pupils, with EHC Plans, are aware of their individual targets and are closely involved in the process of setting targets, monitoring progress and reviewing targets.
- Parents/carers have a vital part to play in their child's development and education. It is therefore crucial that the parents/carers are informed at the earliest opportunity if a child is considered to have a special need so that, in consultation, we can consider the best way to meet this need.
- Class teachers will use parent consultation evenings to discuss pupils' needs and to review any set targets.
- The parents/carers will be involved in reviews of SEND plans.
- Further consultation meetings may be arranged by mutual agreement.
- The SENCo/INCo may request a meeting with parents/carers at other times to review progress, make a referral or receive feedback from other professionals.
- Parents/carers will always be consulted before their child is referred to an outside agency.
- Records of all meetings with parents/carers will be kept.

MONITORING AND EVALUATION

The policy will be reviewed by all teachers, classroom assistants and SEND governors. The main criteria used to evaluate this policy will be:

- Evidence of progress within the SEND group
- Whether parents/carers, pupils and teachers consider the support appropriate
- The ease with which it enables teachers and children to receive the support they require.

IN-SERVICE TRAINING

- All staff, teachers and support staff will have regular opportunities to broaden and deepen their knowledge of SEND
- There are regular staff meetings to discuss SEND issues

- Courses are made available, within the constraints of the budget, to all staff with priority given to teachers with SEND children.
- Staff feedback on courses at staff meetings
- Specialist teachers are invited to speak to all the staff on specific difficulties e.g. Dyslexia, Speech & Language.
- The SENCo/INCo meets with the teachers and TAs regularly.

LIAISON WITH OTHER PROFESSIONALS

External Support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs.

- The school receives visits from the Educational Psychologist when children have been approved for an EHCP assessment.
- The Speech Therapy Service give advice for a child upon a request from the school.
- When necessary the school meets with other agencies and professionals such as counsellors, social workers, health workers, Family Support workers and occupational and ABA therapists.
- The SENCo/INCo provides information to the secondary school INCos to promote the smooth transition of pupils with SEND.
- Where a child has complex needs requiring the involvement of more than one outside agency a Common Assessment Framework Form (CAF) may be completed by all the professionals following a meeting.

COMPLAINTS PROCEDURE

Any queries or complaints should initially be addressed to the class teacher and or the SENCo/INCo. If this fails to resolve the matter the complaint should be referred to the Headteacher or the Governors who will deal with the complaint in accordance with the School Complaints Policy.