Swallow Dell Primary and Nursery School

SEND and Inclusion Policy

Policy Sign off

Approved by:	Mr James Berry Headteacher Ms Lesley Hollinshead Chair of Governors	**Date: 16 September 2026**
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The Governing Body of Swallow Dell Primary & Nursery School has agreed to adopt the Herts County Council Model Policy.

Introduction and context

At Swallow Dell Primary & Nursery School, we are committed to inclusive policies and practices that ensure that each child can fulfil their highest potential, is able to access a broad curriculum, can take part in learning opportunities without limits, and is part of an inclusive community which fosters a nurturing approach to positive behaviour, mental health and well-being.

We recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural, or linguistic heritage. We aim to include all pupils and parents/carers in our school by respecting this diversity and reflecting it in our school environment, curriculum, learning resources and in partnership with parents/carers.

Teachers provide adapted learning opportunities for all the pupils within the school, across a broad curriculum, in an engaging way that takes account of their interests and abilities. By providing support and challenge in all lessons, this ensures that all pupils can access the teaching and learning, whatever their abilities and talents.

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Aims of this policy

At Swallow Dell Primary & Nursery School, we believe that all pupils, including those identified as having special educational needs or a disability, should be able to access a broad and balanced academic and social curriculum and should be fully included in all appropriate aspects of school life. Every teacher believes and adheres to this ethos.

We strive to adhere to the definition of special educational needs as stated in the Code of Practice 2015 in order to meet the needs of pupils with SEND as follows:

- Ensuring that all pupils have access to a broad and balanced curriculum
- Having high expectations for **all pupils** - whatever their ability - so that they can all reach their individual potential through challenging tasks and activities, and reasonable adjustments and support for children with SEND
- Enabling every pupil to take part in and contribute fully to school life, including extracurricular activities where appropriate
- Ensure equal opportunities for all pupils to play a full part in all aspects of school life
- Delivering high quality teaching, adapted for the needs of all pupils. This includes adaptable and engaging teaching strategies and making reasonable adjustments in the classroom to identify and support our vulnerable pupils

- Ensuring the early identification of all pupils requiring SEND provision to target their needs effectively and support their learning quickly
- Planning adjustments, interventions and support based on the needs of the child
- Completing Pupil Passports where beneficial for every child with SEND in consultation with the pupils and their families
- Regularly and consistently assessing the academic and social and emotional needs of all our pupils
- Working in close partnership with pupils, parents and carers in meeting the needs of the pupil through a cyclical process of assessing need, planning action, implementing support and reviewing the effectiveness of the support (Assess, Plan, Do, Review)
- Working in close partnership with outside agencies to support the needs and provision for pupils with SEND where appropriate, in liaison with parents/carers
- Promoting the self-esteem of pupils with SEND by acknowledging and celebrating the progress they have made
- Regular monitoring of procedures and practice by the SEND governor.

Special educational needs and disabilities-statutory requirements

This policy complies with the "Special Educational Needs and Disability Code of Practice (CoP): 0 to 25 years" 2015. The CoP is statutory guidance for all organisations who work with children and young people with special educational needs and disabilities. It represents the agreed principles and practice within the school to meet special educational needs and disabilities.

The SEND Code of Practice states that a pupil has SEND if he/she has a learning difficulty which requires special educational provision to be made for him or her. In this context, a pupil has a learning difficulty if he/she has a significantly greater difficulty in learning than most pupils of his or her age. It also covers a pupil who has a disability that hinders or prevents him or her from making use of educational facilities provided in schools for pupils of a comparable age.

There are four broad areas of need defined as:

1. Communication and interaction

Where children and young people have speech, language and communication difficulties, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. This may be because they have difficulty saying what they wish to, understanding what is being said to them, or they may not understand the rules of social interactions. Children and young people with autism are likely to have difficulties with social interaction.

2. Cognition and learning

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) include reading, spelling, writing and maths which may encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

At Swallow Dell Primary and Nursery School staff are trained in a therapeutic and restorative approach to supporting behaviour.

4. Sensory and/or physical needs

Where children and young people have visual and/or hearing impairment, or a physical need, that means they must have additional on-going support and equipment. This area includes children who have sensory needs.

In practice, individual children often have needs that cut across multiple areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.

Identification of Special Needs

Many of the children who join us have been in early education. In many cases, children join us having had their needs assessed. Transition meetings are encouraged with professionals who may already be involved. The school will assess each pupil's current skills and attainment on entry, building on information from previous settings and key stages where appropriate. Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils, linked to the four broad areas of need.

For some children, SEND can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop and we are committed to early response. Working in partnership with parents/carers and the children themselves, is an essential part of this process.

Children with SEND may be identified by:

- Information received from the feeder schools, on records, assessment sheets, or by personal contact with teachers
- Concerns of parents/carers
- Assessment by the class teachers, Senior Leadership Team including the Deputy Head (Inclusion Lead)/ SENCO or support staff monitoring children's academic, emotional, physical and social needs
- Contact with outside agencies, e.g. medical professionals
- Having undergone a formal Assessment procedure by County, resulting in an Education and Health Care Plan.

The Deputy Head (Inclusion Lead)/ SENCO will be notified if not already involved if special needs are identified.

SEN support

Support for special educational needs means educational provision, which is additional to, or different from, the general educational provision made for pupils of their age in school. Many pupils overcome their difficulties; others may require further long-term support. These difficulties may be identified before a pupil has entered school or they may come to be recognised at a specific point in their education. Pupils must not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

Behavioural difficulties, along with persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil or young person has SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a pupil or young person has a special educational need and should not automatically lead to a pupil being registered as having SEN.

The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. Some children have barriers to learning that require particular action by the school; these may have been identified by, or in consultation with, parents/carers, school staff and/or other professionals.

Disability

Many pupils and young people who have special educational needs may have a disability under the Equality Act 2010 – that is "…a physical or mental impairment which has a long-term substantial adverse effect on their ability to carry out normal day-to-day activities." The Disability Discrimination Act identifies that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma, diabetes or epilepsy, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. They do, however, have medical needs that may from time to time require action. Where a disabled pupil or young person requires special educational provision, they will also be covered by the SEN definition.

As a school, we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled pupils and young people.
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled pupils and young people might require and what adjustments might need to be made to prevent that disadvantage.

High quality teaching

High quality teaching for all pupils is the first stage in supporting a pupil who may have a special need. The key characteristics of high-quality teaching include:

- Clear, focused lessons designed to teach skills sequentially and to build on prior learning
- The acquisition of basic skills across reading, writing and maths and encompassing the wider curriculum
- Small steps teaching to guide children towards achieving key learning
- Ensuring high levels of pupil involvement and engagement with their learning
- Appropriate and adapted teacher questioning, explaining and modelling
- Accurate and regular assessment of children's learning which is used to inform teaching and learning and identify next steps
- Inclusion of multi-sensory learning e.g. the use of concrete and pictorial materials to support the abstract learning in maths
- Inspiring and interesting texts and topics
- Praise and rewards for effort and participation linked to commitment to mental health and wellbeing
- Scaffolding and supports in class to assist all children.

The Graduated Approach

The 'Assess, Plan, Do and Review' process for children with SEND is the recognised process within the Code of Practice that we adhere to at Swallow Dell Primary & Nursery School. It is an ongoing cyclical process.

Assess

At Swallow Dell Primary & Nursery School, we believe that early intervention is key. Assessment for learning takes place every day, in every lesson, by the class teacher and with input from the class TA, where appropriate. It informs the next steps in the learning of the children. In addition, we use a range of assessments to inform our understanding of each child and identify any gaps in their learning or difficulties that may occur. These include:

- The analysis of data including entry profiles, Foundation Stage profile scores, termly whole school progress data
- Teacher assessments within the class
- Following up parental/carer concerns
- Pupil progress meetings every term

- Regular meetings between the class teacher, parents/carers and the pupil
- Consultations between the class teacher and the Deputy Head (Inclusion Lead)/ SENCO and identification of initial needs and support in consultation with parents
- Information and advice from external agencies and SEND briefings
- Annual review meetings for all children with EHC Plans.

Plan

Where children are not making expected levels of progress and/or have been identified as having an additional need the school will involve parents and carers. Swallow Dell Primary & Nursery School values highly the views of pupils, parents and carers when planning any support or intervention and encourages their involvement throughout the whole cyclical process. The support and intervention planned will be selected to meet the outcomes of the pupil. In conjunction with the class teacher, Deputy Head (Inclusion Lead)/ SENCO, pupil, parents and carers, adjustments, interventions and support will be put in place that have defined intended outcomes and a date for review, termly.

Specialist support

We may involve specialists at any point to advise us on the identification of SEND or targeted support and interventions where a child's needs are considered to be more complex or specific. The pupil's parents/carers will always be involved in any decision to involve specialists. This involvement will be recorded and shared with the parents/carers and teaching staff supporting the pupil.

Specialist support may include:

- Speech and Language Therapists
- Specialist Advisory Teachers for specific learning difficulties
- Specialist Advisory Teachers for communication and autism
- Specialist Advisory Teachers, Early Years Team
- DSPL5 (local area) Advisory Team
- Occupational Therapists
- Families First Hertfordshire
- Counselling
- School Nurse

Do

Where support or an intervention is put in place the class teacher continues to be responsible for the child. Support and interventions may take any (or a combination) of the following approaches:

- Teacher adaptation within class
- Targeted adult support within the class
- Reasonable adjustments within the classroom e.g. additional reading time
- Small group or individual interventions outside the class, including access to the Swallow Dell Internal Alternative Provisions (these will be strictly monitored to ensure that children's access to the full curriculum is not impeded and where possible will not take place in pupils' favourite lessons)
- Access to materials in other languages
- Additional physical resources
- Specialist support and advice from external professionals.

Review

When putting any support or provision in place the school will monitor and evaluate its effectiveness. This is achieved in the following ways:

- Assessment of outcomes against a pupil's starting point following a specific intervention by teachers/TAs/TLA's delivering the intervention
- Assessment of progress during and after lessons and/or interventions
- End of term formal assessments
- Pupil progress meetings
- Review meetings, termly with parents/carers and pupils
- Classroom and playground observations
- Work sampling

SEND records

Assess, Plan, Do, Review records
These map the identification of needs (Assess), the support planned (Plan), then put in place (Do) and are reviewed termly in consultation with parents/carers (Review).

Provision map
This records the support/interventions in place in School. Appropriate interventions are selected based on the needs of the individual child as part of the Assess, Plan, Do, Review process.

The SEND register
The Code of Practice (2015) states that provisions made for pupils with SEND should be maintained. In these instances, parents and carers will be consulted if their child meets the criteria to be included on our SEND register.

SEND Files
The Deputy Head (Inclusion Lead)/ SENCO alongside the class teacher will also maintain a pupil's SEND file. This may be in paper form or online via CPOMS. This may include formal assessments, copies of external correspondence, and specialist advice. When the child leaves the school, files will be sent to their new educational setting.

Education, Health and Care Plans (EHC Plans)
Most children with SEND will have their needs or disabilities met within the mainstream school setting. However, for some children an EHC assessment may be requested from the local authority (LA). If an assessment of needs is agreed by the LA, the LA will decide whether provisions should then be formulated into an EHC Plan for the child. Throughout this process, the Deputy Head (Inclusion Lead)/ SENCO and other relevant members of staff will work closely with the parents/carers and the child. If it is agreed a pupil should have an EHC Plan or a child transitions to the school with one already in place, the Deputy Head (Inclusion Lead)/ SENCO will work closely with the pupil, family, all relevant agencies and local authority to meet the provisions specified in the Plan. The Deputy Head (Inclusion Lead)/ SENCO will oversee the implementation of the EHC Plan and organise an annual review where the pupil, parents, class teacher and any agency involved are invited to review the outcomes of the Plan and set new targets for the year ahead.

Roles and responsibilities

The Headteacher and Senior Deputy Headteacher are responsible for:

- The day-to-day assistance in all aspects of school life; this includes the support and provision for children with SEND
- Ensuring that all pupils' needs are met (responsibility given to the Deputy Head (Inclusion Lead)/ SENCO and class teachers, but they are overall responsible)
- Ensuring that the Governing Body is kept up to date on any issues in the school relating to SEND
- Ensuring that all staff follow statutory guidance for all pupils, including children with special educational needs and/or with a disability.

Deputy Head (Inclusion Lead)/ SENCO are responsible for:

- Co-ordinating support for children with SEND and developing the school's SEND Policy to make sure all children have access to high quality teaching and provision
- Ensuring that parents/carers are involved in supporting their child's learning
- Monitoring provision and the impact of interventions, including the school's three Internal Alternative Provisions
- Monitoring of each child's progress via Assess, Plan, Do, Review documents, including the review of EHC Plans, and planning ahead for their needs
- Liaising with other agencies who may be coming into school to help support learning, for example: Speech and Language Therapists, Specialist Advisory Teachers from the Communication and Autism Team, Early Years Team or Specific Learning Difficulties Team.

Class Teachers are responsible for:

- Ensuring that all children have access to quality teaching and that the curriculum is adapted for the individual needs of all learners
- Keeping parents/carers informed of the adjustments, support and interventions for their children's SEND needs.
- Checking on the progress of all children in their class and identifying, planning and delivering any additional help that may be needed and discussing amendments and progress with parents liaising with the Deputy Head (Inclusion Lead)/ SENCO as necessary
- Identifying and delivering clear interventions and reviewing the progress of children in liaison with the Deputy Head (Inclusion Lead)/ SENCO, teaching assistants, Teaching and Learning Assistants and parents
- Ensuring that all relevant members of staff working within school are aware of individual needs within their class, and the specific adjustments that need to be made to enable all pupils to be included and make progress including sharing of Pupil Passports, APDR documents (IEP's), therapeutic behaviour plans and EHC plan goals
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

Support staff may be allocated to a pupil with exceptional SEND needs or they might be trained to deliver group or individual interventions. Their classroom support role is guided by the pupil's class teacher. Individual or small group interventions by support staff are agreed in consultation with the Deputy Head (Inclusion Lead)/ SENCO and parents.

The Governing Body

Swallow Dell Primary & Nursery School has a dedicated SEND link Governor who ensures that:

- SEND provision is an integral part of the school's improvement/development work
- They have regard for the requirements of the SEND Code of Practice 2015
- All staff are aware of the need to identify and provide for pupils with SEND and have an understanding of the school's SEND issues
- The progress and attainment of pupils with special educational needs are monitored and evaluated when reviewing the effectiveness of the school's support for pupils with SEN
- They, and the school as a whole, are involved in the development and monitoring of this policy.

Access arrangements of national standardised tests

Class teachers, in partnership with the Deputy Head (Inclusion Lead)/ SENCO and Headteacher are responsible for ensuring that pupils are able to access assessments carried out within their class. The Deputy Head (Inclusion Lead)/ SENCO will liaise with the class teacher to assess pupils' eligibility for access arrangements for national external assessments.

Accessibility

The school has an Accessibility Plan in place, which can be viewed on our website.

- The school is fully accessible to wheelchair users in both buildings
- A toilet is specially adapted for wheelchair users and people with limited mobility which is located in the corridor located by the school office
- Specialist teachers and other professionals have the use of rooms in both buildings for working with individuals, small groups or parents/carers.

Inclusion of pupils with English as an additional language

A pupil who has English as an additional language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have special educational needs but are seen to benefit from the ability to live and learn in more than one language.

We welcome the enrichment that linguistic and cultural diversity brings to our school community. We promote language acquisition through a range of inclusive strategies, interventions and adaptation of the school curriculum. No pupil will be refused admission on the basis of ethnicity or EAL. Pupils with EAL will be admitted on the same criteria as any other pupil applying for a school place. Where parents do not speak English, we

endeavour to provide oral and written information and help in their first language which will facilitate the admission process and provide key information about our school. On admission support and provision will be put in place which recognises their linguistic needs and provides a safe and secure start to their learning.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through high quality teaching and reasonable adjustments to support and develop their language acquisition and enable them to access the broader curriculum.

We recognise that some parents/carers who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents/carers in the life of the school, wherever possible, by providing key school information in translated format upon request.

Inclusion of pupils who are 'looked after' in local authority care

Our school recognises that:

- Children who are 'looked after' (CLA) in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect and/or other forms of abuse, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons why children who are 'looked after' in local authority care often fail to make expected progress at school:
    - Placement instability
    - Too much time out of school
    - Insufficient help if they fall behind
    - Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher for looked after children. At Swallow Dell Primary & Nursery School, this is our SENCO. The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- Close liaison with Hertfordshire's Virtual School (VS) and their advisor, celebrating the child's successes and acknowledge the progress they are making. The VS team promotes the educational needs of looked after children and monitors admissions, PEP completion, attendance & exclusions
- Ensuring that children who are 'looked after' have access to the appropriate network of support
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Coordinating and writing termly Personal Education Plans (PEPs) liaising with carers, class teachers, social workers and the Virtual School advisor
- Preparing a report on the child's progress and contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern)
- Liaising with the child's social worker to ensure that there is effective communication at all times.

Inclusion of pupils in receipt of the pupil premium grant

The aim of our Pupil Premium Strategy is to raise the attainment of disadvantaged pupils of all abilities and to diminish the difference in achievement between them and their peers. Analysis shows that the barriers to educational achievement faced by eligible pupils can be based on a range of factors including social aspects, learning capacity, relationships and special educational needs and disabilities (SEND).

At Swallow Dell Primary & Nursery School, we use the pupil premium in a range of ways, depending on the needs of the individual child. These include:

- Extra support in class or in small groups
- Providing places at Breakfast Club
- Funding educational trips and supporting enrichment activities e.g. music and swimming lessons
- Providing additional resources to support their learning

Inclusion of pupils with medical needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have a statement, or EHC Plan which brings together health and social care needs, as well as their special educational provision.

Complaints procedure

The school has a complaints procedure which can be found on the school website.

Glossary

ADD/ADHD - attention deficit disorder/attentions deficit hyperactivity disorder, a term used for children or adults who have excessive difficulties with concentration sometimes with impulsiveness (hyperactivity)
Autism - a lifelong, developmental disability that affects how a person communicates with, and relates to, other people, and how they experience the world around them
Education, Health and Care Plan (EHC Plan) - for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC Plans identify educational, health and social needs and set out the additional support to meet those needs
Virtual School - the Hertfordshire Virtual School is a way of bringing together the information about children and young people who are looked after (see reference below) as if they were in a single school, so that their progress can be closely tracked and supported, and intervention can be targeted in a more strategic way
Assistant Head for Inclusion/SENCo - every school must have a SENCo. They must be a qualified teacher and have achieved the SEND NPQ (see below) within 3 years of appointment unless appointed prior to 1st September 2009.
'Looked after' children - in UK law, a 'looked after' child (CLA) is a child who is accommodated by the local authority for more than 24 hours. Legally, this could be when they are subject to planned or emergency care orders, in a secure children's home or youth offender institution, unaccompanied asylum-seeking children or looked after with their parents' agreement
~~**Learning Support Assistants (LSAs)** – support the learning of specific children with additional needs under the direction of the class teacher in liaison with the Inclusion Lead/SENCo or in the delivery of specific intervention programmes~~
National Professional Qualification for SEND (NPQ) - from September 2024, all SENCos will need to take the National Professional Qualification for SEND (NPQ) unless they have already completed the NASENCO award or were appointed a SENCo before 1st September 2009.
Pupil premium grant - a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children
Pupil progress meetings - undertaken by the Senior Leadership Team, these are a valuable part of school monitoring and evaluation for individual children with class teachers
SEND - special educational needs and disabilities
Special Educational Needs and Disability Code of Practice 0-25 years' 2015 (CoP) - statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities
Senior Leadership Team (SLT) - comprises Headteacher, Deputy Headteacher, Assistant Head and Assistant Head for Inclusion.
Social communication difficulties - characterised as difficulties with the use of verbal and nonverbal language for social purposes
Specific learning difficulties - refer to a difficulty with a particular aspect of learning e.g. reading, writing, spelling, maths, working memory
Speech and Language Therapists – give advice through a referral system for children with communication difficulties
Teaching Assistants (TAs) - support the teacher in managing the learning of the children in class and support the children where appropriate in accessing the learning