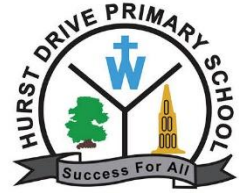




## **The Greenfield & Hurst Drive Federation**

[www.GreenfieldandHurstdrive.co.uk](http://www.GreenfieldandHurstdrive.co.uk)



# **Special Educational Needs and Disability Policy**

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## Vision Statement

### **‘Every teacher is a teacher of SEND’**

Working in partnership, Greenfield Nursery School and Hurst Drive Primary School can build and maximise the strengths of both schools, ensure equality, whilst maintaining the unique personalities that each school has to offer. We are proud members of the Federation and together we are committed to working with pupils, families and the local community.

We pride ourselves on supporting and inspiring pupils to be successful in their learning, confident individuals and responsible citizens. Whilst striving to improve life chances for every pupil.

Both schools continue to focus on improving outcomes for children whilst ensuring that they have access to a purposeful learning experience where acquisition of knowledge and experience are at the heart. We aim to achieve this by developing quality of learning in each classroom and leadership at all levels.

## Rationale

The Greenfield and Hurst Drive Federation believe that:

- every pupil has the right to a broad and balanced curriculum
- that all pupils are individuals with strengths
- every teacher and practitioner are educators of every pupil including those with special educational needs and disabilities
- it is the responsibility of all our teachers and practitioners to help each pupil reach their own potential whatever their needs
- early identification of difficulties is important in order to provide the correct support to enable pupils to make maximum progress
- parents have a vital role as partners in their child’s education.

The Greenfield and Hurst Drive Federation recognises its responsibilities under the Children and Families Act (2014) and the Special Educational Needs and Disability Code of Practice (2015), which covers the age range 0–25 years. Within this framework, the Federation places a strong emphasis on the active participation of children and young people in decision-making processes relating to their education and support. We are in full support of

We are committed to ensuring that children, young people, and their parents or carers are fully involved in planning and reviewing provision, particularly through the development and implementation of Education, Health and Care (EHC) Plans. The Federation promotes effective joint planning and close collaboration between families, education professionals, health services, and social care to ensure outcomes are person-centred and responsive to individual needs.

## Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out the schools’ responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out schools’ responsibilities for Education, Health and Care (EHC) plans, SEND Co-ordinators (SENDCO) and the SEND information report
- The Statutory Framework for the Early Years Foundation Stage 2023.

## Definitions

At our Federation, we adopt the definitions of Special Educational Needs (SEN) and disability as set out in the **Special Educational Needs and Disability Code of Practice (2015)** and the **Children and Families Act (2014)**:

- A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A child or 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 educational facilities generally provided for others of the same age in mainstream settings in England.
- Special educational provision is defined as educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream settings in England.

In line with the Special Educational Needs and Disability Regulations (2014, updated 2015), the Federation fulfils its duties in relation to:

- Education, Health and Care (EHC) Plans
- The role of the Special Educational Needs Co-ordinator (SENDCo)
- The publication and accessibility of the SEND Information Report

The SEND Code of Practice (2015) identifies four broad areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These four areas provide a framework to support identification and planning for pupils with SEND. However, as emphasised in the Code of Practice, the purpose of identification is to determine the appropriate provision required, not to categorise pupils.

In practice, children and young people frequently present with needs that span multiple areas, and these needs may evolve over time. For example, speech, language and communication needs can be present across several areas of SEND. Similarly, pupils with Autistic Spectrum Disorder (ASD) may experience needs across all four areas, including specific sensory differences.

Consistent with the principles of the SEND Code of Practice, the Federation adopts a person-centred and graduated approach, ensuring that support is based on a thorough understanding of each pupil's individual strengths and needs. Provision is tailored through evidence-based interventions, and where appropriate, supported by specialist resources, equipment, or technology.

Rather than fitting pupils into predetermined categories, the Federation is committed to providing flexible, responsive, and personalised support, ensuring that all identified needs are addressed to promote positive outcomes and inclusion.

## Definitions of the four broad areas of need

### Communication and Interaction

Children and young people with Speech, Language and Communication Needs (SLCN) may experience difficulties in communicating with others. This can include challenges with:

- Communicating their thoughts and needs
- Understanding spoken language
- Using and interpreting social rules of communication

Each child's profile of need is unique and may change over time. Difficulties may arise in one or more areas of speech, language, or social communication at different stages of development.

Children and young people with Autism Spectrum Disorder (ASD) often experience difficulties with social interaction and communication, which can affect how they relate to others and participate in learning. They may also show differences in language development, social understanding, and imaginative thinking, which can impact their ability to interpret social cues, communicate effectively, and think flexibly. These differences vary between individuals and require tailored support to ensure access to learning and positive social experiences.

### **Cognition and Learning**

Support for cognition and learning is required where children and young people learn at a slower pace than their peers, even when appropriate differentiation is in place.

This area includes a wide range of needs:

- Moderate Learning Difficulties (MLD): Pupils may require additional support across several areas of the curriculum
- Severe Learning Difficulties (SLD): Pupils are likely to need support in most areas of learning, often alongside needs in communication and/or physical development
- Profound and Multiple Learning Difficulties (PMLD): Pupils typically have severe and complex learning needs, often combined with physical disabilities and/or sensory impairments

It also includes Specific Learning Difficulties (SpLD), which affect particular aspects of learning, such as:

- Dyslexia (literacy difficulties)
- Dyscalculia (numeracy difficulties)
- Dyspraxia (motor coordination difficulties)

### **Social, Emotional and Mental Health difficulties**

Children and young people may experience a wide range of social, emotional and mental health (SEMH) difficulties, which can present in a variety of ways. Some pupils may become withdrawn or isolated, while others may display challenging, disruptive, or distressed behaviour.

These behaviours are often a reflection of underlying needs rather than the behaviour itself being the primary concern. For example, pupils may be experiencing difficulties such as anxiety or depression, which can significantly affect their ability to engage in learning and social interactions. In some cases, pupils may present with more complex needs, including self-harm, eating disorders, substance misuse, or medically unexplained physical symptoms.

It is important to recognise that these experiences can impact both emotional wellbeing and educational progress. We therefore adopt a compassionate, understanding approach, ensuring that appropriate support is put in place to identify and address the underlying causes of these difficulties, promoting positive outcomes for each individual learner.

Some children and young people may have recognised conditions such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment difficulties or disorder

Understanding the underlying causes of behaviour is essential to providing effective support.

## Sensory and/or Physical needs

Some children and young people require special educational provision due to a disability that prevents or hinders them from fully accessing the educational opportunities typically available. These needs may be age-related and can change over time, requiring ongoing assessment and adaptation of support.

This area of need includes pupils with vision impairment (VI), hearing impairment (HI), and multi-sensory impairment (MSI), where a combination of vision and hearing difficulties can significantly affect access to learning and communication.

To ensure these pupils can participate fully and make progress, they may require specialist teaching and targeted support, alongside adjustments to their learning environment. This can include the use of adapted resources, assistive technology, and specialised equipment. In some cases, pupils may also need habilitation or mobility support to develop independence and navigate their surroundings safely and confidently.

## Identification of SEND

The school determines whether to make special educational provision through an ongoing process of teacher assessment and termly pupil progress meetings with the leadership team, which identify pupils making less than expected progress in relation to their age and individual circumstances. Both schools maintain an Inclusion Register to identify pupils requiring additional support. Looked After Children (LAC) are automatically included on this register in line with Federation policy, and the school works in close partnership with the Virtual School to support their progress, attainment and wellbeing.

The school's first response is high-quality, targeted teaching delivered by the class teacher or key person as part of its universal provision. Where progress continues to be a concern, the class teacher or key person will complete an initial concern form, and appropriate interventions will be planned and delivered under the direction of the Special Educational Needs Coordinator (SENCo). If concerns remain, these will be reviewed again in consultation with the SENCo. In addition to those with diagnosed needs, pupils may be identified during their time at school through ongoing assessment and observation.

In deciding whether special educational provision is required to support educational, social, physical, or emotional needs, the school works in partnership with class teachers, key persons, parents/carers and pupils, and may consult relevant external agencies. A range of assessment tools and screening materials are used to support accurate identification. Adaptations are first made to the school's core offer; where needs can be met through these adjustments, a pupil may not be identified as having SEND or placed on the Inclusion register. However, where provision required is additional to or different from that ordinarily available, the pupil will be placed on the Inclusion register in line with the SEND Code of Practice (2015).

Decisions regarding inclusion are made on an individual basis in consultation with the SENCo, taking into account teacher assessment, parental views, and, where appropriate, the views of the child. Children with diagnosed needs and those with physical disabilities that impact access to learning will be included on the Inclusion register.

Following identification, appropriate classroom adaptations and adaptive teaching strategies are implemented to support access to the curriculum. Provision is delivered through a graduated approach, following the Assess–Plan–Do–Review cycle, with a strong emphasis on a person-centred approach, placing the child and their parents/carers at the heart of the process.

The level of support recorded on the Inclusion register reflects the pupil's level of need:

- **Monitoring:** for pupils in the early stages of identification
- **SEN Support:** for pupils requiring targeted support and/or involvement from external agencies (e.g. Speech and Language Therapy, Occupational Therapy, Physiotherapy)
- **EHCP:** for pupils with an Education, Health and Care Plan

All pupils on the Inclusion register are regularly monitored and reviewed to ensure that their needs are accurately identified and that provision remains appropriate. This ensures that all children are supported to achieve the best possible outcomes and are able to access the curriculum fully, in line with the principles of the SEND Code of Practice.

## The Graduated Approach: Assess, Plan, Do, Review

As part of our whole Federation practice, we follow a continuous four-part cycle known as the graduated approach: assess, plan, do, review. This ensures that every pupil's progress and development are closely monitored, supported, and adapted over time.

### Assess

We regularly assess all pupils to track their progress against peers and national expectations. For pupils who may need SEND support, we place strong importance on listening to the views of parents/carers and, where appropriate, the child.

The Inclusion Team and Nursery Practitioners use a wide range of screening tools and standardised assessments to identify specific needs and inform next steps. These may include:

- IAELD (Individual Assessment of Early Learning and Development)
- WellComm Toolkit and Terrific Talkers
- Sandwell Early Numeracy Test (SENT)
- Dyslexia screener/portfolio and LEXIA Core5
- Boxall Profile and Strengths and Difficulties Questionnaire (SDQ)
- Phonics assessments (Read Write Inc.)
- Bell Foundation EAL Assessment Framework
- Physical or sensory needs assessments (Sensory checklist)

Where required, we also seek advice from external professionals such as Specialist Advisory Teachers (SAT), Educational Psychologists (EP), Speech and Language Therapists (SALT), and CAMHS.

Before starting any intervention, a baseline assessment is carried out to measure starting points and enable us to evaluate impact over time.

It is important to note that only medical professionals can formally diagnose a special educational need or disability.

### Plan

In discussion with you and your child, we will agree the outcomes we are aiming to achieve. To support this, the teacher or key person, alongside relevant staff, will develop a plan based on learning outcomes from identified areas of need, as identified through the assessment process, to inform your child's individual targets. This ensures that all pupils with SEND have equity and equality of opportunity to access learning.

For example, pupils with cognition and learning needs may have outcomes adapted from the curriculum, whereas pupils with communication and interaction needs may have outcomes focused on developing skills such as expressing their wants and needs or interacting with peers.

The plan will set out the support we will provide to help your child meet these outcomes, including the strategies, interventions and additional provision required. Where appropriate, advice from external professionals will also be incorporated, and progress will be carefully tracked.

A record of this plan will be shared with you and all relevant school staff via a SEND Support Plan (SSP), or a 'Learning Plan' if your child attends Nursery.

### **Do**

The class teacher or key person is responsible for implementing the plan on a daily basis. They work closely with support staff and specialists to deliver interventions and monitor progress.

The Inclusion Lead and SENCo provide ongoing guidance to ensure staff are effectively supporting each pupil and adapting strategies where necessary.

### **Review**

Progress is carefully tracked and formally reviewed each term with teachers, support staff, parents/carers, and the pupil.

During reviews:

- Progress towards outcomes is evaluated
- The impact of interventions is measured
- Next steps are agreed collaboratively

If a pupil has made sufficient progress, they may no longer require SEND support. If not, the cycle continues, with strategies and provision refined to better meet their needs.

### **An ongoing cycle**

This process is continuous. As we gain a deeper understanding of each pupil, decisions and support strategies are revisited, adjusted, and improved to ensure every child is given the best opportunity to succeed.

## **Partnership with Parents and Carers**

At the Federation, we recognise that parents and carers play a vital role as partners in their child's education. We are committed to building strong, positive relationships based on trust, open communication and collaboration to ensure the best possible outcomes for every child.

We work closely with parents and carers throughout the graduated approach (Assess, Plan, Do, Review), ensuring they are actively involved in identifying needs, setting outcomes and reviewing progress. Regular opportunities are provided for parents to share their views, discuss their child's development and contribute to decision-making about the support and provision in place.

We value the knowledge and insight that parents and carers have about their child and aim to work together to provide consistent, person-centred support both at school and at home. Information about interventions, strategies and progress is shared regularly, and parents are encouraged to engage in their child's learning journey.

Where additional support is required, we work in partnership with families and, where appropriate, external agencies to ensure a coordinated and holistic approach. We also ensure parents are fully involved in meetings, reviews and any decisions regarding referrals or Education, Health and Care Plans (EHCPs).

Through effective collaboration, we aim to empower parents and carers, ensuring they feel confident, informed and supported in helping their child to achieve their full potential.

## Partnership with External Agencies

The school recognises the importance of working in partnership with a range of external agencies to meet the needs of pupils with SEND, particularly those with more complex or high levels of need. This collaboration supports accurate assessment, effective planning, and the delivery of evidence-based interventions, to secure good outcomes for pupils.

With the informed consent of parents/carers, referrals may be made to external services. These services may provide assessment, direct work with the pupil, and/or recommendations to inform provision. External agencies the school may engage with include:

- Educational Psychology Service
- Speech and Language Therapy Service (SALT)
- Specialist Advisory Teachers (e.g. speech, language and communication, autism, sensory needs, hearing or visual impairment)
- Behaviour Support Services
- Early Years Inclusion Teams and Inclusion Development Officers
- HfL Education SEND Advisors
- Integrated Services for Learning (ISL)
- Health professionals (including GPs, paediatricians, school nurses and health visitors)
- Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapy and Occupational Therapy services
- Social Care and other Local Authority services
- Family Centre Services
- Ask Sally

The school ensures that external support is used purposefully to strengthen teaching, remove barriers to learning, and enable pupils with SEND to access a broad and balanced curriculum. The impact of any external involvement is carefully evaluated, with a clear focus on pupil progress, independence, and well-being.

Through strong multi-agency working, the school ensures a coordinated, timely and pupil-centred approach, supporting all pupils with SEND to achieve their best possible outcomes and prepare for the next stage of their education.

## Requesting an Educational, Health and Care (EHC) Needs Assessment

A small number of children and young people with significant, complex and long-term special educational needs and/or disabilities (SEND) may require a greater level of support than can be provided through SEND Support using the school's ordinarily available provision.

In line with the Hertfordshire Local Offer, schools will gather clear evidence over time, including involvement from external professionals such as an Educational Psychologist or other relevant services. This evidence should demonstrate:

- The child's needs and how they impact on learning and development
- The provision that has been put in place over time
- The outcomes of targeted interventions and specialist advice
- The views of the child and their parents/carers

Where, despite appropriate support and intervention, progress remains limited, a request for an Education, Health and Care (EHC) Needs Assessment may be made to Hertfordshire Local Authority.

The request will include:

- Detailed educational evidence from the school

- Reports from external professionals (e.g. Educational Psychology, health or therapy services)
- Any relevant medical or social care information

The Local Authority will consider the information provided to determine whether the child's needs require a statutory assessment across education, health and care services; if agreed, a multi-agency assessment will take place involving relevant professionals, which may result in the development of an Education, Health and Care (EHC) Plan. This plan provides a comprehensive overview of the child's holistic needs, clearly outlines the outcomes they are working towards and the provision required to achieve them, may include additional funding where necessary, and brings together coordinated support across education, health and social care services.

**Please note:** Children who live in Enfield or Essex will follow the EHC needs assessment processes set out in those local authorities' Local Offers.

## Current Education, Health and Care Plans

Pupils with an Education, Health and Care Plan (EHCP) have an Annual Review meeting at least once a year, in line with statutory requirements, with the date based on when the plan was first issued. For children in Nursery, reviews may take place more frequently (typically every six months) depending on the level of need. As Nursery-aged children are often too young to attend, their views are gathered where possible through observations, photos, videos and contributions from parents/carers. These meetings bring together parents, school staff and relevant professionals to review progress, consider current provision and agree next steps, with pupil, parent and staff voice forming a central part of the process.

The Annual Review is a structured process that includes gathering advice and reports in advance, followed by a meeting to discuss progress towards outcomes, the effectiveness of provision and any emerging needs. Recommendations are then made as to whether the EHCP should be maintained, amended or ceased, including any changes to outcomes or provision. A written report is submitted to the Local Authority, which will then make a decision within statutory timescales. This process ensures that the EHCP remains accurate, relevant and responsive to the child's changing needs.

## What is not a Special Educational Need but may impact on progress and attainment?

### Disability and Medical Conditions

Pupils with medical conditions are supported to ensure they have full access to all aspects of education, including school trips and physical education. Where a medical condition meets the definition of a disability, the school will fulfil its duties under the Equality Act 2010, making reasonable adjustments to enable access to the full curriculum. Staff receive appropriate training to support specific medical needs, such as tube feeding, managing diabetes, epilepsy and Sickle Cell, ensuring that pupils are safe, included and able to participate fully in school life.

### Attendance and Punctuality

Attendance is closely monitored; when it falls below 96% parents/carers are alerted. Should attendance fall below 93%, parents/carers are contacted to resolve any impacting issues.

### Health and Wellbeing

YMCA Family Centre, CHEXS, Phoenix Centre and our Nurture Team are available to support with any needs that may arise in this area. Where a child and family need co-ordinated social care support from more than one agency, an Early Help Assessment may be used to identify help required and to prevent needs escalating.

### Children Looked After (CLA)

All children who are looked-after or previously looked-after are included on the school's Inclusion Register to ensure appropriate support and monitoring are in place, in line with Local Authority policy and guidance. These pupils are closely monitored through established procedures, including the use of a Personal Education Plan (PEP), which is reviewed regularly to track progress,

identify needs and plan tailored support. The PEP is developed in collaboration with the child, carers, school staff and relevant professionals to ensure a coordinated approach and to promote positive educational outcomes.

### **English as an Additional Language (EAL)**

Pupils with English as an Additional Language (EAL) may experience variations in progress and attainment as they develop their proficiency in English, particularly in the early stages of language acquisition. Difficulties in understanding spoken and written English can affect access to the curriculum, the ability to demonstrate knowledge and skills, and participation in classroom activities. However, this does not necessarily reflect a lack of ability; with appropriate support, such as targeted language development, visual aids and scaffolded learning, most EAL pupils are able to make strong progress over time. The school recognises the importance of distinguishing between language acquisition needs and special educational needs, ensuring that appropriate strategies are in place to support both language development and academic achievement.

## **SEND Provision**

Every child with Special Educational Needs and Disabilities (SEND) is unique, and we tailor support to meet their individual needs.

In Nursery, your child's key person keeps a close eye on their progress and adapts activities to suit them. Learning is flexible, play-based, and based on your child's interests and stage of development. Children may work in small groups or one-to-one, be given extra time to respond, and be supported through strong adult interaction. We may also use visual supports, specialist resources, or simple technology to help them learn and communicate.

In primary school, teachers adapt lessons so all children can access learning. This might include breaking tasks into smaller steps, using visuals, giving extra thinking time, or providing additional adult support. Some children may use resources such as visual timetables, coloured overlays, or laptops. Teaching assistants support children flexibly, depending on their needs.

Support for children with SEND can take many forms, including:

- Individual or small group support
- Special programmes (such as speech and language or reading interventions)
- Adapted resources and equipment
- Support with communication, social skills, or play
- Access to sensory or nurture spaces
- Help with physical or personal care where needed

Something else that we can offer at the federation is the use of Augmentative and Alternative Communication (AAC), which can be effectively supported through apps such as Grid Player on the iPad. This app enables children to communicate by selecting symbols, pictures, or words on the screen, which are then spoken aloud using the device's voice output. As children gain confidence, they can begin to combine symbols to form phrases and sentences, allowing them to express more complex ideas and needs. Grid Player is particularly beneficial for children whose understanding of language is strong but who experience difficulties with expressive language, as it provides a clear and accessible way to bridge that gap. By offering a voice to those who may struggle to speak, it supports participation, independence, and social interaction in both learning and everyday environments.

For children with more complex needs, we have a specialist provision with a highly personalised curriculum. This supports children who find a mainstream classroom challenging, even with extra help. These children still spend time in their mainstream class where appropriate, so they remain part of the wider school community.

All specialist provision is led by experienced staff and overseen by our SENCo, who also works with outside professionals to make sure every child gets the best possible support.

## Criteria for adding or removing pupils from the Inclusion Register

Both schools keep an Inclusion Register to identify children who may need extra support. Children who are Looked After (LAC) are automatically included, and we work closely with the Virtual School to support their progress and wellbeing. Some children are placed on the register because they have a diagnosed need, while others are identified during their time at school through ongoing observation and assessment. A child will be added to the register if they need support that is additional to or different from the high-quality teaching provided for all pupils.

Decisions about adding a child to the register are made on an individual basis, involving the SENCo, the class teacher or key person, and parents/carers, with the child's views considered where appropriate. If it is felt that your child should be added, you will be invited to meet with staff to discuss their needs and will be informed of this decision. In most cases, concerns will already have been shared with you beforehand, and sometimes your consent may be required.

### Removal from the register

If your child makes good progress and is able to manage successfully with high-quality classroom teaching alone, they may be removed from the SEND register. A meeting will be held and this information will be shared.

Even after removal, the school will continue to monitor your child to make sure they continue to make good progress.

## Roles and responsibilities

### The Assistant Head for Inclusion is responsible for:

- Working in close partnership with the Special Educational Needs and Disabilities Coordinator (SENCo) to ensure pupils' needs are identified, understood, and effectively met.
- Support the strategic development and implementation of inclusive provision across the school.
- Contribute to the coordination, delivery, and monitoring of targeted interventions, including nurture provision.
- Facilitate and coordinate access to appropriate external support services where necessary.
- Provide guidance and support to staff in meeting the diverse needs of pupils with SEND.
- Support provision for pupils who are looked after (CLA) and those with additional needs, including English as an Additional Language (EAL).
- Promote inclusive practice across the school, ensuring all pupils can participate fully in school life.
- Contribute to securing positive outcomes and progress for all pupils with additional needs.

### The SENCo is responsible for:

- Working with the Executive Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision across the Federation.
- Working with the Executive Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND including those who have EHC plans.
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEND support
- Liaising with parents and offering advice and support
- Liaising with external agencies and making referrals
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEND up to date.

### The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the Executive Headteacher, Inclusion Lead and SENCo to determine the strategic development of the SEND policy and provision across the Federation.

#### **The Executive Headteacher will:**

- Work with the SENCo, Assistant Head for Inclusion, Deputy Headteachers and SEND governor to determine the strategic development of the SEND policy and provision across the Federation.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### **Class Teachers and Key Persons will:**

- Be accountable for the planning, progress and development of every pupil in their class or key group
- Implement strategies and use resources provided
- Work closely with any teaching assistants, Learning Support Assistants, or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

#### **Monitoring arrangements**

This policy and information report will be reviewed annually by the Inclusion Lead and SENCo. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

#### **Links with other policies and documents**

This policy links to:

- [Accessibility Plan](#)
- [Behaviour Policy](#)
- [Equality information and objectives](#)
- [Supporting Pupils with Medical Conditions](#)
- [SEND Information Report](#)

## **What is the Local Authority Local Offer?**

A Local Offer gives children and young people with SEND, and their families information about what support services the local authority think will be available in their local area.

Parents/carers who live in Hertfordshire can access the local offer at <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Parents/carers who live in Enfield can access the local offer at <https://www.enfield.gov.uk/services/children-and-education/local-offer>

SENDIASS is an impartial advice and information service for parents/carers. You can access further information about this service at <https://www.hertssendiass.org.uk/home.aspx> if you live in Hertfordshire and at <https://epandc.org.uk/testimonial/sendias/> if you live in Enfield.

Face Family Advice at [www.facefamilyadvice.co.uk](http://www.facefamilyadvice.co.uk) email: [info@facefamilyadvice.co.uk](mailto:info@facefamilyadvice.co.uk)