



**Hertford St Andrew C of E
School
SEND Policy**

September 2026



Hertford St Andrew SEND & Disability Policy

1. Introduction

We provide all pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their full potential and ***Let their light shine (Matthew 5:16).***

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse needs.

A minority of children have particular challenges to learning. These requirements are likely to arise as a consequence of a child having a special educational need. Teachers take account of these requirements and make provisions, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and enrichment activities.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure that all pupils, whatever their SEND, receive appropriate educational provision through a broad and balanced curriculum that is relevant, adapted and that enables progression in learning.
- Enable each pupil to experience success and fulfill their potential.
- Ensure that pupils with special educational needs and disabilities have equal opportunities to take part, as far as is appropriate, in all aspects of the school's provision.
- Identify, assess, record and regularly review pupils' progress and needs.
- Involve parents/carers in planning and supporting all stages of their child's development.
- Provide all pupils with strategies for dealing with their needs in a supportive environment and give them meaningful access to the National Curriculum.

3. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities



- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report
- [Equality act \(2010\)](#)

4. Definitions and School Practice

A pupil has SEND if they have a learning difficulty or disability which calls for *special educational provision* to be made for them.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

They have a **learning difficulty or disability** if they have:

A significantly greater difficulty in learning than the majority of others of the same age.

or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(SEND Code of Practice, 2015 p15)

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'...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'. In this definition: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' (SEND Code of Practice. 2015, p16)

Identification, support and provision for children with SEND

Information regarding the school's process for identification, assessment and support of pupils with SEND, can be found in the **SEND information report** on the school's website:

[Hertford St Andrew CofE Primary School - SEND](#)

Hertford St Andrew works in line with the SEND Code Of Practice (2015), the Equality Act (2010) and the Hertfordshire Local Offer. The Local Offer can be found here:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

HSA works in partnership with parents, co-producing plans and provision to meet children's needs.



5. Roles and responsibilities

5.1 The SENCO

The SENCO is Joanne Marshall.

She will:

- work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have 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
- provide 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
- advise on the graduated approach to providing SEND support
- consult on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- be the point of contact for external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

5.3 The Head teacher

The head teacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

5.4 Class teachers



Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching 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

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to:

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Equality Duty
- Supporting Pupils With Medical Conditions Policy
- Child Protection Policy
- Admissions Policy

8. Complaints Procedure

The school aims to work closely with parents and we hope that parents who have any concerns or anxieties will, in the first instance, raise these with the class teacher or SENCO.

We find that nearly all concerns or potential complaints can be resolved satisfactorily through discussion. The school's complaint procedures are set out on the school website.

Date: July 2026

Next review: September 2027