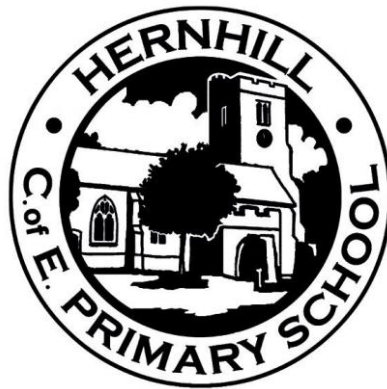


Hernhill Church of England Primary School



Special Educational Needs & Disability (SEND) Policy

Key Contact Personnel in School

SENCO:

Miss Lisa Tomlinson

Named Governor:

Mrs Fiona Palmer

Signed: Fiona Palmer, Chair of Governors

Date: 01.04.26

Our Vision



*Our school community is rooted in
Jesus' promise of life in all its fullness;
where all are truly welcome.*

Our Aims

Welcome to our SEND Policy. This document aims to:

1. Set out the key **legislative and guidance** documents that underpin this policy.
2. Explain **definitions of SEN and Disability**.
3. Outline the **roles and responsibilities** of everyone involved in providing for pupils with SEND.

The School's **SEND Information Report** - found here <https://www.hernhill.kent.sch.uk/StatutoryInfo/SEN/> - sets out how our school will support, make provision for and monitor impact for pupils with Special Educational Needs and Disabilities.

1. Legislation & Guidance

This SEND Policy and Information Report is part of the Kent Local Offer for pupils with Special Educational Needs and Disabilities (SEND). The Kent local offer can be found here:

- <https://www.kent.gov.uk/education-and-children/special-educational-needs>

This document is published on our school website and will be reviewed annually.

This document has been co-produced with parents/carers, pupils, governors and school staff.

Parents and carers without internet access should make an appointment with the SENCO for support to gain the information they require.

This policy and information report is written in line with the statutory requirements of the [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 SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEND information report.
- [Flourishing for All: Anti-bullying Guidance for Church of England Schools September 2024 \(amended April 2025\)](#)
- [Equality Act 2010](#)

We welcome feedback and future involvement. Please feel free to use the contact form found on our website or ask for a copy at the school office and return it to the school office when completed. Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

2. Definitions

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions *SEN Code of Practice* (2014, pgs15-16).

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.

Definition of Disability

Many children and young people who have SEND 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEND Code of Practice* (2014, p16)

Definition of the Four Areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs change over time. Interventions will be selected that are appropriate for the pupil’s particular area(s) of need at the relevant time.

<u>AREA OF NEED</u>	<u>Definition</u>
Communication and Interaction (C&I)	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who have an Autism diagnosis often have needs that fall into this category.
Cognition and Learning (C&L)	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: Specific Learning Difficulties (SpLD), which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia Moderate learning difficulties Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, Emotional and Mental Health (SEMH)	These needs may reflect a wide range of underlying difficulties. Pupils may have: Mental health difficulties such as anxiety, depression or an eating disorder, Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder Suffered Adverse Childhood Experiences (ACEs) and therefore have experienced Trauma These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
<u>Sensory and/or physical (S&P)</u>	<u>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</u> <u>A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</u>

A physical impairment, such as Developmental Coordination Disorder (DCD) also known as Dyspraxia These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

3. Roles and Responsibilities

The SENCO

The Special Educational Needs Coordinator (SENCO) is Miss Lisa Tomlinson, *BEd (Hons), NASENCo and DSL*. Miss Lisa Tomlinson works 4 days a week on Mondays, Tuesdays, Wednesdays and Thursdays.

Miss Lisa Tomlinson can be contacted via the school office on 01227 751322 or via email on:

senco@hernhill.kent.sch.uk

The SEND Governor is Mrs Fiona Palmer and she can be contacted via the school office.

The SENCO will:

- Work with the Headteacher 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.
- Advise 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements **as well as ensuring appropriate arrangements for transition to secondary school are met.**
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND Governor

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 Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a Disability.

The 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.

The role of the whole Governing Body

The Governing Body has a responsibility to ensure that all pupils have fair and equal access to the whole realm of school life. The SEND Governor completes monitoring visits with the school, meeting pupils, staff and discussing provision with the SENCO and Senior Leadership Team. The Governing Body ensures that there is involvement from outside agencies to support the needs of SEND pupils. This includes:

- Access to a specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Access to the school nursing team where necessary
- Links with our Educational Welfare Officer
- Ability to make requests for advice from the Communication and Assistive Technology Team
- Membership of professional networks for the SENCO eg SENCO forum

Parents/ Carers

Parents or Carers should inform the school if they have any concerns about their child's progress or development.

Parents or Carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about their child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support from outside agencies e.g. NHS therapies and any changes in their child's needs
- Be given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Be given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The Pupil

The views and opinions of our pupils are of the utmost importance. Pupils will always be given the opportunity to provide information and express themselves in regard to their SEND and the support they receive. This may involve:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

Pupil's views will always be taken into account in making decisions that affect them.

