



**Bernards Heath Junior School**

**Interim Headteacher: Mrs Hayley Gilbert BA (Hons) QTS NPQH**

**Chair of Governors: Mr J Hazlehurst**

**SEND Policy  
2025-2026**



# Bernards Heath Junior School

## Special Educational Needs and Disability Policy

### Our school context

Our three-form entry junior school, located in an affluent commuter belt, serves a socially and economically diverse community. While overall attainment is strong, closing the gap between disadvantaged and non-disadvantaged pupils remains a key priority, supported by targeted interventions and inclusive practices. We have a stable, experienced staff team, strong governance, and close collaboration with our linked infant school. SEND needs are increasing, prompting investment in professional development and specialist support. High academic standards, strong personal development, and a rich extracurricular offer underpin our ethos of equity and inclusion. Despite future demographic challenges, we remain committed to knowing every child and nurturing their potential within a culture that values diversity and excellence.

### Purpose

At Bernards Heath Junior School we value the individuality of all of our children. We are committed to giving each pupil every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school regardless of their age, gender, ethnicity, attainment or background.

This policy refers to Part 3 of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. Full consideration has been given to the Code Of Practice SEND 0-25 years (January 2015). The Code of Practice places great emphasis on the involvement and consultation of parents and children in the creation and implementation of effective SEND policies.

### Key staff

The Special Educational Needs Co-ordinator (SENCo) for Bernards Heath Junior School is Miss F Honeybell. Miss Honeybell has qualified teacher status and has achieved the National Award for SEND Coordination (October 2023).

To contact the SENCo:

[senco@bernardsheathjnr.herts.sch.uk](mailto:senco@bernardsheathjnr.herts.sch.uk)

01727 856262

The school governor with responsibility for SEND is Mrs S Murray.

### Key Principles

**All children and young people are entitled to an education that enables them to make progress so that they:**

- Achieve their best
- Become confident individuals, living fulfilling lives
- Make a successful transition into adulthood

**Primary schools must have regard to:**

- The views, wishes and feelings of the child and their parents
- The importance of participation in decisions
- The need to support children to achieve the best possible outcomes

**These principles support:**

- Participation of children and parents
- Early identification and intervention
- Choice and control for families
- Collaboration between education, health and social care
- High-quality provision
- Inclusive practice and removing barriers to learning

## Definition of Special Educational Needs and Disability (SEND)

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

The SEN Code of Practice states that a child 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 facilities generally provided for others of the same age in mainstream schools.

Many children with SEND may also have a disability under the Equality Act 2010:

“...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.”

The four broad areas of need are:

- **Communication and Interaction:** Difficulties with understanding or using spoken or written language, including social communication needs.
- **Cognition and Learning:** Learning difficulties, including specific learning difficulties such as dyslexia.
- **Social, Emotional and Mental Health:** ADHD and emotional or mental health needs (e.g., anxiety or depression) that may affect a child’s ability to learn.
- **Sensory and Physical Needs:** Physical disabilities or sensory impairments that affect access to learning.

## Identifying Special Educational Needs

The identification of SEND is part of the school’s wider approach to monitoring the progress and development of all pupils. Concerns may be raised by parents, class teachers, teaching assistants, or external agencies, or through transition information from the infant school.

Pupils who make less than expected progress, despite high-quality teaching and appropriate adaptations, are discussed with the SENCo to determine whether additional assessment or support is required. This includes progress in academic learning, communication, social development, emotional wellbeing, or physical needs.

Early identification focuses on understanding a pupil’s needs rather than assigning a label. The school considers the whole child, recognising that factors such as attendance, family circumstances, or temporary emotional distress may affect progress without indicating SEND.

### Behaviour

Persistent disruptive or withdrawn behaviour does not automatically indicate SEND. Where concerns arise, the school explores possible underlying factors such as communication needs, learning difficulties or emotional wellbeing. Wider circumstances such as bereavement, family changes or bullying may temporarily affect a pupil’s behaviour or progress. These situations do not necessarily indicate SEND, but pupils may require short-term support.

### English as an Additional Language (EAL)

Pupils with English as an Additional Language (EAL) are not identified as having SEND solely because of language acquisition needs. Where concerns arise, the school considers progress across all areas of learning to determine whether difficulties relate to language development or an underlying special educational need.

## Graduated Approach

Bernards Heath Junior School follows a graduated approach to SEN Support, as set out in the Special Educational Needs and Disability Code of Practice: 0-25 (2015).

High-quality teaching, differentiated to meet the needs of individual pupils, is the foundation of effective support for children and young people with special educational needs and disabilities (SEND). This is guided

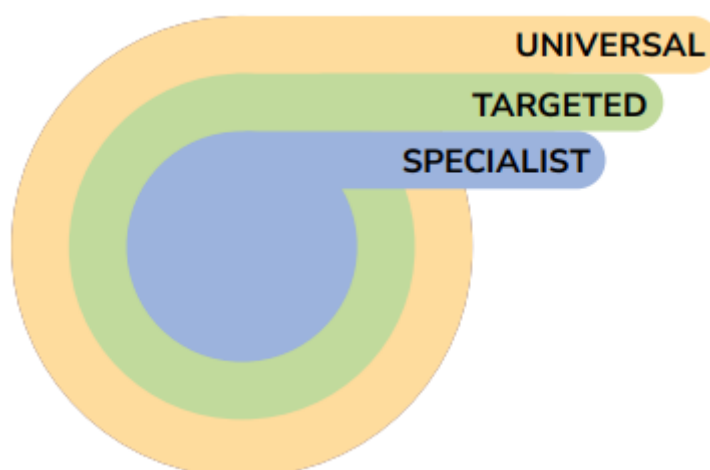
by Hertfordshire’s Ordinarily Available Provision (OAP), which outlines the inclusive strategies, adaptations, and resources expected to be in place for all pupils in mainstream settings.

When a pupil is identified as having SEND, support is delivered through the graduated approach, a four-part cycle of Assess – Plan – Do – Review. This ensures that provision is responsive, evidence-based, and regularly evaluated. At our school, this approach is implemented through an Additional Support Plan, reviewed every term to monitor progress and adjust support as needed. These are working documents and are tweaked/added to if changes are needed or targets are achieved before review meetings.

The OAP framework helps schools identify and implement appropriate support across a continuum of need. It sets out expectations for Universal provision, which includes high-quality teaching, reasonable adjustments, and inclusive classroom practice for all pupils. For those requiring additional help, targeted support may be provided through time-limited interventions such as small-group work or in-class support, aimed at accelerating progress and enabling pupils to meet age-related expectations.

For pupils with more complex or persistent needs, specialist provision may be necessary. This could include individualised support, often on a 1:1 basis, and may extend beyond academic areas to include pastoral, social, or emotional interventions. Specialist support may also involve input from external professionals to ensure a holistic and coordinated approach.

Additional Support Plans set out the child’s identified needs, their strengths and the provision in place for them. These plans also include SMART targets which are reviewed by the teaching staff termly. This plan is written collaboratively with parents and the child and is reviewed with the child and parents every term, or sooner if there is a need



## [Hertfordshire’s Ordinarily Available Provision](#)

### **Assess, Plan, Do and Review**

Where a pupil is identified as having Special Educational Needs, Bernards Heath Junior School take every action possible within our capacity to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

### **Assessment and Identification of Special Needs**

Children with SEND may be identified by:

- 1) Information received from the feeder schools, on records, SATs and National Curriculum Teacher assessment frameworks, or by personal contact with teachers.
- 2) Assessment by the class teachers, Headteacher, SENCo or support staff monitoring children's academic, emotional, physical and social skills.
- 3) Scores on summative assessments
- 4) Referral from the school nurse/doctor following routine medical examination.
- 5) Concerns of parents.
- 6) Contact with outside agencies, e.g. Social Services or the Attendance Improvement Officer.
- 7) Having undergone a formal assessment procedure by County, resulting in an Education and Health Care Plan.

The Special Educational Needs Coordinator (SENCo) will be notified, if not already involved, if special needs are identified.

### **Teacher Assessment**

This involves planning detailed programmes of work, which will enable the children to access the National Curriculum at their own level. There will be liaison between class teachers, teaching assistants and SENCo.

The curriculum can be modified for specific children and this will be recorded in the form of an Additional Support Plan (previously known as a Pupil Profile). The effectiveness of this modification will be assessed in relation to progress made on a termly basis. Children will be encouraged to assess their own performance and this will inform the Additional Support Plan (ASP). This will be by way of inviting the child to contribute to the review meeting using the Pupil Passport.

### **Strategies for Delivery**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil. Class teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Where possible the curriculum should be adapted within class groups to accommodate all pupils.

### **Strategies for adapting the delivery of the curriculum**

1. Adapting any resources used
2. Providing additional resources
3. Providing appropriate text
4. Working in a small group with support
5. Giving extra teacher/classroom assistant/parent/student support
6. Providing a different form of input
7. Altering time expectations for completing a task

Teachers will implement the Additional Support Plan with available resources; this can be through consultation with the SENCo.

### **Curriculum Access**

Wherever possible, children are to have access to a full curriculum based upon the National Curriculum. Disapplication will only apply in very exceptional circumstances.

### **Resources**

### **Allocation of funding**



From September 2020 Hertfordshire has remodelled the SEND Funding system for mainstream schools. Schools are allocated a level of funding within their main budget to support children with SEND. This is used by the school to support the majority of children with SEND and how we use it at Bernards Heath Junior School is set out in our SEN Information Report.

Hertfordshire have now introduced a top-up funding model for children with an exceptional level of need. Most of those children will have an Education, Health and Care Plans (EHCPs) in place.

## **Education, Health and Care Plans**

Education, Health and Care Plans (EHCPs) are issued by the local authority for pupils whose needs require provision beyond what a school can ordinarily provide. The school works closely with the local authority during the assessment process and contributes evidence as required.

Once an EHCP is in place, the school ensures that provision is delivered as specified. EHCPs are reviewed at least annually, with parents, the pupil, school staff and relevant professionals contributing to the review. The annual review may maintain, amend or cease the plan depending on the pupil's progress and needs.

Schools are expected to meet the first £6,000 of additional SEND provision from their notional SEND budget. This funding is not allocated per individual pupil; instead, it forms part of the school's overall delegated budget and is used to resource general SEND provision, including staffing, interventions and reasonable adjustments for pupils receiving SEN Support.

Where a pupil requires provision that exceeds what can reasonably be provided from the notional SEND budget, the local authority may allocate additional top-up funding as part of an Education, Health and Care Plan (EHCP).

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date. One review meeting will be organised per term to fully involve the class teacher, SENCo and teaching assistant. The views of the parents and child will be an integral part of the review meetings. Additional review meetings may be agreed and organised where appropriate.

The impact and quality of the support and interventions is evaluated at the review meetings, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents are given a clear, written record outlining the support and interventions provided, enabling them to be involved in planning next steps.

Children with an EHCP undergo the review process as outlined in their EHCP in addition to termly reviews. This gives a full account of the child's progress to the parents and a multi-professional panel. It may maintain, modify or change the original provision of the EHCP if it is necessary.

Teachers and teaching assistants will hold current copies of Additional Support Plans for children they are working with.

## **Local Offer**

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have EHCPs. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. Detailed information about the Local Offer can be found in Section 4 of the Special Educational Needs and Disabilities Code of Practice (2014.) Information regarding the Hertfordshire Education Authority Local Offer can be found on their website: <https://www.hertfordshire.gov.uk/microsites/local-offer>.

## Governor SEND Information Report

Governing bodies must publish information on school websites about the implementation of the governing body's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year will then be updated as soon as possible.

### Aims

The Governors and staff aim to ensure that every child with SEND will receive the best possible education to enable them to fulfil their full potential. In particular we aim

- To enable every pupil to experience success
- To facilitate effective learning by raising self esteem
- To have high ambitions and set stretching targets for them
- To ensure all pupils receive appropriate educational provision that is relevant and adapted and that demonstrates coherence and progression in learning
- To give children with SEND equal opportunities to take part in all aspects of the school's provision.
- To identify, assess, record and regularly review pupils' progress and needs
- To involve parents in planning and supporting at all stages of their child's development and ensure decisions are informed by the insights of parents and the children themselves
- To work collaboratively with parents, staff and other professionals including support services
- Promote positive outcomes in the wider areas of personal and social development
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

### Children with Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual Healthcare Plans are set up where appropriate. An Individual Healthcare Plan specifies the type and level of support required to meet the medical needs of such pupils. Where children also have SEND, their provision is planned and delivered in a coordinated way with the Healthcare Plan.

### Staff and Governor Training

Staff and Governor training is updated by making full use of courses provided by the Education Authority and INSET provided from other agencies or the SENCo. Training needs may be identified by the SENCo, the Senior Leadership Team and through the School Development Plan.

### Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs. This section of the policy is concerned with defining the roles and responsibilities of the following groups/individuals within the school

- 1) The Governing Body
- 2) The Headteacher
- 3) The SENCo
- 4) Class teachers
- 5) Teaching assistants/ midday supervisors

#### 1. The Governing Body

In co-operation with the head teacher, the Governing Body has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview.

Governors play a major part in the school's self-review. In relation to SEND, the members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy and SEND Information Report, and that the school as a whole will also be involved in its development.
- SEND provision is an integral part of the School Development Plan.
- the quality of SEND provision is regularly monitored.
- pupils with SEND join in the school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- the quality of SEND provision is regularly monitored through school visits, discussion with the SENCo and Headteacher and feedback from children and parents.

## 2. The Head Teacher

The Head Teacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs.
- working closely with the SENCo.
- ensuring all staff are aware of the need to identify and make suitable provision for pupils with SEND.
- managing the SEND budget, with reference to the SENCo and ensure the Governors are kept informed of this.
- the recruitment and deployment of all SEND personnel within the school.
- overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole.

## 3. The SENCo

The SENCo is responsible for:

- overseeing the day-to-day implementation of the SEND policy and coordinating provision across the school.
- supporting staff in identifying needs, planning provision and setting SMART targets.
- organising assessments, monitoring progress and maintaining the SEND register.
- liaising with parents, external agencies and other schools to ensure effective communication and smooth transitions.
- advising on inclusive practice, resources and strategies to support pupils with SEND.
- leading professional development and supporting the deployment of teaching assistants.
- managing submissions for High Needs Funding and EHCP applications.
- keeping up to date with national and local SEND developments and sharing relevant information with staff.

## 4. Class teachers

Class teachers are responsible for:

- early identification of pupils with SEND.
- including pupils with SEND in all school activities, wherever possible e.g. trips, plays and performances.
- including pupils with SEND in the classroom, and for providing an appropriately adapted delivery of the curriculum.
- monitoring SEND pupils and identifying/ tracking their progress towards reaching their full potential in terms of learning and social and emotional development.
- writing Individual SEND Support Plans and provision mapping, with support from the SENCo.
- setting SMART targets for pupils with SEND.
- keeping the SENCo informed of updates for pupils with SEND.

- providing teaching assistants with clear and specific guidance for working with pupils with SEND.
- sharing SMART targets with pupils after every review.
- seeking and including pupil voice in the development of Additional Support Plans.
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- ensuring Support Plans are reflected in daily/weekly planning.
- using a range of teaching and learning styles in the classroom to best support the needs of the children;
- use of appropriate resources and materials for pupils.
- giving feedback to parents/carers of pupils with SEND.

## 5. Teaching Assistants/ Midday Supervisors

Teaching assistants/midday supervisors are responsible for:

- being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- attending appropriate training courses.
- following teacher guidance, supporting children's needs in and out of the classroom
- seeking any necessary information relating to the supervision of pupils at lunchtime from class teachers.
- taking opportunities to meet the SENCo in relation to behaviour management and any other issues for particular pupils.
- giving feedback to teachers on behavioural issues arising at lunchtime.

## **Working in Partnership with Parents**

The school has an 'open door' policy to enable good communication between home and school. There is a 'New to Year...' meeting at the start of every year as well as two consultation evenings per year, an annual written report and termly Year group newsletters (in addition to fortnightly whole school newsletters. Pupils with Additional Support Plans or EHCPs are also invited to three review meetings each year.

The school values and promotes opportunities to work with parents.

We aim to:

- Ensure all parents are made aware of the school's arrangements for SEND, including the opportunities for meetings between parents and the school.
- Teachers make contact with parents whenever there is a concern about a pupil. All teachers take parents'/carers' views and concerns regarding their children's education seriously.
- The class teacher will discuss the nature of the need and the level of graduated response with Parents/carers of pupils with SEND. When an Additional Support Plan is written, the parents/carers are invited to discuss and agree the targets as well as their own involvement in them. When the Support Plan is reviewed, a meeting is arranged between the class teacher and parents/carers to discuss progress made and to set future targets.
- Provide access to the SENCo to discuss the child's needs and approaches to address these needs;
- Some pupils with SEND may have Home/School Link books to ensure good communication on a daily/weekly basis
- SENCo arranges and co-ordinates Annual Review Meetings for pupils with an Education, Health and Care Plan
- Parents have a responsibility to communicate regularly with the school to alert staff to any concerns
- Support parents understanding of external agency advice and being aware of needs parents may have in respect of a disability or communication barriers;
- Have positive attitudes towards parents, respecting the validity of differing perspectives
- Recognise the pressures a parent may be under as a result of the child's needs;
- Acknowledge the importance of parental knowledge and expertise in relation to their own child;
- Gain parental permission before referring children to external agencies.



Bernards Heath Junior School liaises closely with Vista, our extended school partner, and can put parents in touch with our School and Family Support Worker. We also use Vista for professional mentoring and counselling services where appropriate.

## Arrangements for Monitoring and Evaluation

The success of the School's SEND policy and provision is evaluated through school self-evaluation and reporting activities, including:

- Monitoring of classroom practice by the SENCo, Subject Leaders, Senior Leadership Team (SLT) and Governors;
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- Termly pupil progress meetings
- Visits from LA personnel and Ofsted inspection arrangements
- Feedback from parents and staff, both formal and informal, following meetings reviewing Support Plans and targets, revising provision and celebrating success
- Feedback from pupils in termly pupil voice. The policy will be reviewed annually or as the need arises. This may be due to changes in legislation.

## Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. The SENCo will, where necessary, make arrangements for a formal meeting with the head, outside agencies and/or a Governor, in line with County Policy.

In the event of a formal complaint, parents should follow the procedure in the [School's complaints policy](#).

## Partnerships with other schools

Bernards Heath Junior School has a close working relationship with Bernards Heath Infant School and our local secondary schools. All records of children's progress, abilities and special needs provisions are forwarded to schools to which they transfer. The SENCo of Bernards Heath Infant & Junior Schools meet in the Summer Term to discuss pupils with SEND who are about to transfer. Local secondary schools also liaise with Bernards Heath by means of a meeting between Year 7 tutors and Class Teachers to ensure a smooth transition of information. The SENCo also attends a Year 6/7 transition morning in the Spring term to meet with secondary SENCos for SEND transition handover.

## Relationship to other policies

This policy should be read in conjunction with the policies on safeguarding, the school curriculum, equality, accessibility, supporting children with medical conditions in school, behaviour and anti-bullying. It should also be read alongside the SEND Information Report. [Bernards Heath Junior School - Policies](#).

Ratified by Governors:

Date of Review: November 2026