



Wymondley SEND Policy

Date of issue: November 2025

Changes since previous version:

Update to SENCo working days and also to reflect new Hertfordshire Ordinarily Available Provision guidance to school.

Wymondley JMI SEND Policy

At Wymondley JMI School we believe every child has the right to access a curriculum which meets their needs, giving all children the opportunity to achieve his/her potential.

In our mission statement we aim to:

- recognise the unique qualities and different needs of individuals
- enable children to develop as independent learners
- encourage a lifelong love of learning
- foster curiosity and a sense of wonder at the richness of the world
- nurture self esteem by celebrating the achievements of ourselves and others

1 Introduction

1.1 This policy was reviewed and updated in November 2025 in line with the Special Educational Needs and Disability Code of Practice: 0 to 25, July 2014.

1.2 Wymondley JMI provides a broad and balanced curriculum for all children. The Early Years Foundation Stage and National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. Staff devise a curriculum to enthuse the children and plan suitable learning challenges which respond to children's diverse learning needs. Some children may have barriers to their learning that require particular actions by the school.

1.3 These requirements are likely to arise as a consequence of a child having special educational needs or disabilities (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children thus enabling them to participate effectively in curriculum and assessment activities. Such children may need additional or alternative support.

1.4 Children may have special educational needs (SEN) either throughout or at any time during their school journey. 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.

1.5 The SEND Code of Practice 2014 states that 'a child or young person has SEN 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 or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or 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. There are four broad areas of need in the Code of Practice (2014). For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

1.6 Disabled children and young people

Many children and young people who have SEN may 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'. 'Long-term' is defined as a year or more and 'substantial' is defined as 'more than minor or trivial'.

1.7 Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. Similarly, some children may

not have SEN but there may be other factors that hinder their progress and attainment such as attendance, welfare and children in care.

2 Vision

2.1 At Wymondley JMI we welcome children of all backgrounds, including those with SEND. We have high expectations for all children and endeavour to ensure they make progress in their academic as well as their social, emotional and physical development.

2.2 SEND is a responsibility shared by the whole school and all members of the school community. We are keen to seek support for our staff, parents and children with SEND at the earliest opportunity. We are empathetic to the needs of our children and families and maintain an inclusive ethos throughout everything we do.

2.3 Our school values of being kind, respectful and being safe help inform our thinking about curriculum, classrooms and the care, guidance and support we provide for our children. The wellbeing of our children is paramount, and central to many of the approaches we take. We believe that if children feel happy, safe and secure then they will make good progress in school.

2.4 A shared vision of inclusion permeates the majority of our policies. We make reasonable adjustments for our children in lessons, at break times and on educational visits and provide tailored support for children with SEND when required.

3 Objectives

3.1 The aim of this policy is to communicate with parents/carers, staff, the local community and the Local Authority how we will make high quality provision for children with SEND and remove barriers to learning. In order to do that, we will:

- identify the needs of each child and create an environment that meets their specific needs and helps to overcome their barriers to learning
- ensure that all children, regardless of need receive appropriate educational provision through a broad, balanced and tailored curriculum

4 Special Educational Needs and Disability (SEND) Policy

Wymondley JMI works in partnership with parents, carers, staff, outside agencies and the child to ensure their voice and opinions are considered. We identify the roles and responsibilities of staff in providing for children's special educational needs and offer training and advice to support quality teaching. We enable all children to have full access to all elements of the school curriculum and to make positive contributions to school life, raising the achievement of all children. We ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Access to the curriculum

4.1 We want all children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

4.2 Teachers help children to access the curriculum by:

- adapting their whole class teaching and scaffolding learning for individuals or groups of children
- helping children to regulate their emotions so they can take part in learning effectively and safely
- providing additional support for children who need extra help with their learning, communication, social, wellbeing, sensory or physical needs
- teaching children strategies to enable them to work independently
- planning targeted interventions and setting measurable targets for children to achieve throughout the year
- sharing information with parents so they can help to support their child at home
- ensuring support staff are aware of children's needs and offer guidance on how to support them
- observing and implementing good practice
- celebrating children's strengths, abilities and progress
- providing an environment where children feel able to learn; This will usually be in their classroom but may include other areas of the school depending on the needs of the child.

4.3 Please see our Accessibility Plan on the school website for further information on how we are helping children with SEND access the curriculum.

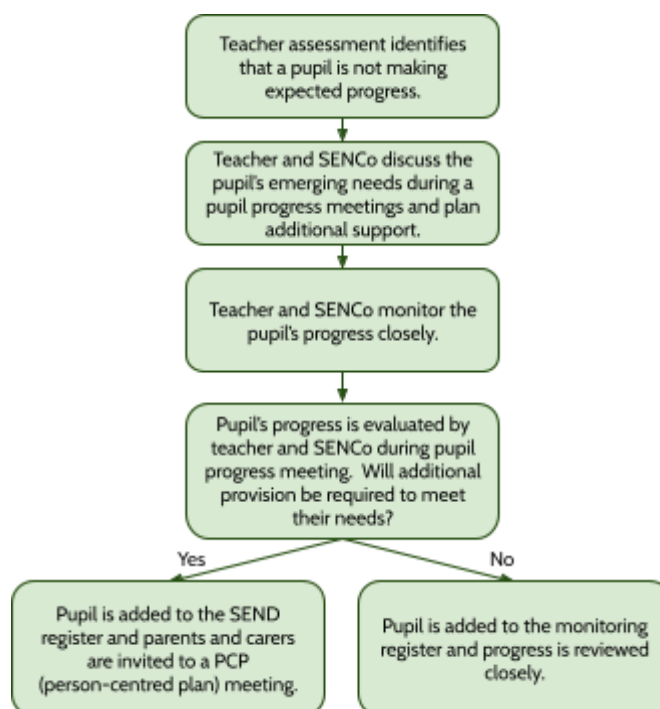
5 Identification, monitoring and review

5.1 If a child has been identified as having a special educational need or medical condition prior to joining the school, parents are encouraged to inform the school as soon as possible to ensure the right support can be put into place. If parents are concerned that their child 'may' have special educational needs, they are encouraged to speak to the class teacher or special educational needs coordinator (SENCo) so that their child can be monitored in school through observation and assessment.

At Wymondley, we continually assess all pupils in a variety of ways. Every term, the class teacher will meet with a member of the senior leadership team and the school SENCo to discuss the outcomes of these assessments for each child. These sessions are known as pupil progress meetings.

Where a pupil is not making the progress we would expect, we will plan for any reasonable adjustments to their learning experience to offer additional support. We will put these in place and then review them every half term.

If your child continues to make less than expected progress following these adjustments, it may be appropriate for your child to be added to the school's SEND register and receive tailored SEND support. The SEN Code of Practice states; *"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."* The SENCo will observe the pupil and review assessment information provided by class teachers. If it is decided that the pupil needs special provision, parents or carers would be invited to attend a meeting to establish a PCP (Person-centred plan).



5.2 School staff will use an 'Assess, Plan, Do, Review' approach to planning the provision for pupils.

Assess

Teachers (and sometimes other staff and professionals) will assess the child's strengths and difficulties

Plan

A plan will be developed, called a PCP, at a meeting between the parents/carers and the teacher and SENCo. The child will be consulted on their views prior the the meeting. Targets will be set with support measures to help the child to achieve the identified goals.

Do

The PCP plan will be implemented by the school to support your child in the agreed way.

Review

As the term progresses, ongoing assessments will be made to review progress against targets. These assessments will feed into the next cycle of 'Assess, Plan, Do, Review'.

5.3 If school observations and assessments indicate that a child may have a SEND, the child's class teacher will apply reasonable adjustments and/or offer supportive interventions that are different from, or additional to, those provided as part of the school's usual working practices. The class teacher will share this information with parents, usually during the termly consultation process, discuss next steps and involve

them in their child's learning. The Special Educational Needs Coordinator (SENCo), if not already involved, will offer support and guidance and refer the child for further assessment if required.

5.4 Provision maps, intervention records and child progress meetings confirm the support that children receive in school. If concerns are still raised after at least one term of implementing reasonable adjustments and/or interventions, then it may be necessary to place the child on 'SEN support' and/or seek advice from outside agencies. In most cases, teachers will draft a person centred plan (PCP) outlining the desired outcomes for the term and the personalised support that will be put into place to help the child achieve them. If the school and parents both feel that the child would benefit from a referral to an outside agency, such as 'speech therapy' or 'behaviour support', a referral can be made by the school SENCo.

5.4 Tiers of Support - we have a graduated response to need using three tiers of support for children, as described below:

- Tier 1 provision: Quality First Teaching

All teachers at Wymondley have the highest possible expectations for your child and their classmates. We design our teaching around what your child already knows, can do and can understand. We use a mix of teaching strategies to make sure your child is fully involved in learning in class; this may involve using more practical learning and specific and differentiated strategies (which may be suggested by the SENCo) to support your child to learn.

Your child's teacher carefully monitors their progress. They may identify that your child has a gap or gaps in their understanding/learning/development and require some extra support to help them make the best possible progress.

- Tier 2 provision: Short-term group or individual support

These sessions may be held within the classroom or a separate area and will be led by a teacher or a teaching assistant. The aim of these interventions is to try and improve the children's knowledge or skills in specific areas, such as reading, maths, social or communication. There may also be groups of children that benefit from using additional resources such as task planners or cue cards.

For a few children, progress may be hindered by barriers that require more significant intervention and the children may benefit further from tailored, SEN support or specialist advice from external agencies.

- Tier 3 provision: Individual support / External agencies

If your child has been identified by the SENCo and class teacher as requiring SEN support in school, we'll discuss this with you and add them to our SEND register. We'll draft a plan to support your child and share it with you so you have an opportunity to share your views. This document will include termly targets for the areas your child

finds difficult, along with information about how we'll support them in school. We'll review these targets each term.

For a specific need such as delayed speech, the SENCo may instead/also refer your child to a specialist, such as a Speech and Language Therapist so that you and our staff can get advice on how to support your child more effectively.

If, following at least two terms of SEN support, your child continues to make little progress and the gap between them and their peers continues to widen, we'll seek advice from external agencies. If an external professional is already working with your child, and there are clear and significant barriers to learning, you may want to consider applying for an Education, Health and Care Needs Assessment through the local authority. (We explain this in more detail in the next section.)

Please see our SEN information report on the school website for a breakdown of the provision we offer.

5.5 If the child continues to make minimal or no progress after at least two terms of SEN support being in place, parents have the option to apply for an Education, Health and Care Needs Assessment (EHCNA) through the Local Authority. Further information can be found on the [Hertfordshire local offer website](#).

5.6 If a request for an EHCNA is made and accepted, the local authority will liaise with the school, parents and relevant outside agencies to draft a statutory plan for school to follow, which will be reviewed at least once a year.

6 Roles and Responsibilities

6.1 The Role of the SENCo

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring you're involved in supporting your child's learning, kept informed about the support they're getting and involved in reviewing how they're doing
- Liaising with or making referrals to services which may help to help support your child's learning, such as Speech and Language Therapy or Educational Psychology
- Updating the school's SEND register (a system for ensuring that all the SEND needs of children in this school are known) and making sure that the school is keeping clear records of your child's progress
- Providing specialist support for teachers and support staff in the school, so they can help pupils with SEND achieve their potential

Mrs Emily Payne is the SENCO at Wymondley JMI School. If you wish to contact the SENCO, please make an appointment by emailing senco@wymondley.herts.sch.uk

Mrs Payne endeavours to respond to emails within 2 working days. Her working days are Monday-Thursday. If a matter is urgent, please phone the school office on 01438 354583.

6.2 The Role of the Headteacher

- The day-to-day management of all aspects of the school, including support for children with SEND
- The headteacher will delegate responsibility to the SENCo and class teachers but is responsible for ensuring that your child's needs are met
- The headteacher must make sure that the Governing Body is kept up-to-date about issues relating to SEND

6.3 The Role of the Class teachers

- Checking the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support)
- Setting targets, and sharing and reviewing these with parents at least once each term, while planning for the next term
- Personalised teaching and learning for your child
- Ensuring the school's SEND Policy is followed in their classroom and for all the children they teach with a special educational need

6.4 The Role of Teaching Assistants

- develop positive relationships with children
- promote high standards of behaviour and school work
- support and assist staff with the educational, physical, social and pastoral needs of the children
- support children by leading group and individual interventions
- scaffold learning using verbal, visual or written methods to prompt and engage children in specific tasks
- implement specialist advice and deliver suggested programmes of work, with support from the class teacher or SENCO
- to develop strategies to support children with SEND through peer observations and training

6.5 The role of the Governing Body

- Liaising with the SENCo and keeping up-to-date with SEND policy and provision
- Ensuring the governing body has an awareness of the strategies that are used so that every child with SEND gets the support they need at the school
- Ensuring the governors support the SENCo with implementing policies and provision for children with SEND

7 Allocation of resources

7.1 The Headteacher is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with EHCPs. The funding for such children comes from the notional SEND budget and high needs top-up funding.

7.2 The Headteacher informs the governing body of how the funding allocated to support children with SEND has been deployed.

7.3 The Headteacher and SENCo regularly assess the progress and impact that supportive interventions for children with SEND have made in order to inform future decisions with regard to support and resources.

7.4 From September 2020, children with an EHCP may be eligible for High Needs Funding to allow their statutory provision to be implemented. This will be decided by the local authority and reviewed at every EHCP review. Funding will cease if it is decided that the child's needs can be met through the school's own resources, or when the child attends specialist provision.

7.5 If a child without an EHCP requires a high level of adult support and this has been agreed and evidenced by various stakeholders including staff, parents and external agencies, the school can apply to the local authority for Local High Needs Funding; this however, is not always guaranteed.

8 Partnership with parents

8.1 The school works closely with parents of children with SEND. We encourage an active partnership through an ongoing dialogue with parents and actively seek parental consent before referring to others for support.

8.2 We encourage parents to discuss any concerns they have about their child with the class teacher, however a meeting with the SENCo can be requested if necessary.

8.3 Class teachers hold termly meetings with parents to discuss their child's progress in school and review next steps.

8.4 PCPs are shared with parents termly and home learning is encouraged to help the child achieve their targets.

8.5 Parents and children are supported at transition times (between year groups, key stages or settings) through parent consultations, workshops, new to class curriculum meetings, specific meetings with new school and advisors, visits to new classrooms and transition visits to new settings.

8.6 Any parents of children with SEND who are experiencing difficulties in other areas of their life e.g. mental health, financial strain, family breakdowns etc. are encouraged to speak to our Family Support Worker who will be able to signpost parents to services that may be able to help and support the family.

9 Children's participation

9.1 Children with SEND have a right to be involved in making decisions and exercising choices. The degree of participation should reflect a child's evolving maturity, but all children should be given the opportunity to make choices and understand that their views matter.

Pupils should:

- play an active part in assessing and developing agreed targets
- understand the aims of any adjustments and their contribution to accessing them
- have their views sought in Person Centred Planning meetings and annual reviews, where appropriate

For children with SEND, their views are usually collected prior to setting up an PCP, EHCP or before submitting a referral. A pupil profile is used to record this information depending on the needs of the child.

9.2 Teachers are encouraged to discuss children's PCP targets with them so that they have the opportunity to share their views, say what will help them or how they have progressed. We recognise success here as we do in any other aspect of school life.

9.3 All children with SEND are included in all school activities, including clubs, trips and special events and appropriate provision is made for them.

9.4 Our school has a Rights Rangers group which actively seeks the views of all children in each class towards making our school a better place for all.

10 Admissions and Inclusion

10.1 We admit children with special educational needs and make provision for children not previously identified as having SEND.

10.2 Children with SEND but without an EHCP will be treated as fairly as all other applicants for admission on the basis of the LA's published admissions criteria.

10.3 Children with SEND are included within our mainstream classes where the statutory infant class size limit is 30. However, there may be a period when the Local Admissions Authority admits a child for exceptional reasons during a school year and the class size could go beyond this limit.

11 Staff Development and Working with Other Professionals

The school promotes opportunities for all staff, both teaching and non-teaching, to develop their ability to meet children' individual needs.

11.1 Examples of how this can be done in practice are:

- Individual consultations with the SENCo
- Specific issues relating to SEND are discussed at staff meetings or through training / INSET as needed.
- Observations of colleagues to develop strategies to support children with SEND
- Visits other settings to observe strategies and resources
- Specific training courses or advice from external agencies (e.g. physiotherapists)
- Transition meetings

11.2 Staff training may be provided in-house, or by the following agencies to help us address specific issues relating to special educational needs:

- Woolgrove Outreach
- SpLD Advisory Team
- Hearing, Vision or Physical & Neurological Impairment Team
- Educational Psychology
- Speech and Language Therapy
- North Herts Primary Support Service
- Speech, Language, Communication and Autism Advisory Service
- Occupational Therapy / Physiotherapy
- Wellbeing services e.g. NESSiE
- Public Health Nursing team

12. Arrangements for complaints

Should children 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 that their concerns have not been addressed, should ask to speak to the SENCo or Headteacher. For a problem that may need time to be explored fully, parents/carers should make an appointment. In the event of a formal complaint parents should follow the procedure in the School's Complaints policy.

13. Relationship to other policies

This policy should be read in conjunction with other school policies such as the Teaching and Learning policy, the Assessment policy, Supporting Children with Medical Conditions Policy, Transition Policy, the SEN Information Report and the Accessibility Plan

Additional Information

For detailed information on our approach to special educational needs, please see our SEND information report (school offer). This is available on the school website or from the school office.

The SEND Code of Practice is available to view at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-2>

Information about the Hertfordshire Local Offer and Ordinarily Available

Provision is available to view at:

<https://thegrid.org.uk/send-and-additional-needs/ordinarily-available-provision>

and

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>