

**Pinewood School Academy Trust  
Special Educational Needs and Disabilities**

<b>Approved by</b>	FGB	<b>Date of Last Review</b>	October 2025
<b>Frequency of Review</b>	1 Year	<b>Next Review</b>	October 2026

**Key aims of this policy:**

- To ensure the individual needs of all pupils are met.
- To ensure staff have the relevant training and development, which allows them to meet these needs.
- To provide a broad and balanced curriculum that is adapted to the needs and abilities of the individual.
- To develop a strong partnership between pupils, parents, governors, LA, other schools, further education providers and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life and have the opportunity to participate in enrichment activities.

### **Introduction/Background:**

Pinewood School Academy Trust is a Special Educational Needs School for pupils with LD, Autism and SLCN. All pupils that attend Pinewood School have Special Educational Needs and have an Education, Health and Care Plan - EHCP (please refer to our Admissions Arrangements section of our website: <https://www.pinewood.herts.sch.uk/parents-carers/admission-arrangements/> ).

At Pinewood, we prioritise knowing our pupils well, using monitoring and assessment, and working closely with parents and carers to ensure provision is carefully matched to their needs.

The following applies to our pupils, they:

- have a significantly greater difficulty in learning than the majority of children of the same age:  
or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

### **Curriculum:**

The school provides: -

- a broad and balanced curriculum.
- a curriculum tailored to the needs of all pupils.
- a range of teaching strategies to meet the needs of all pupils.
- A range of enrichment opportunities.

### **Range of Provision:**

Please refer to the SEN – Our Offer section of our website;  
<https://www.pinewood.herts.sch.uk/school/our-sen-offer/>

## **Identification:**

### **Early Identification**

It is essential that pupils' individual needs are identified at the earliest opportunity. Comprehensive information from each pupil's EHCP is gathered through consultation and transition processes, ensuring that provision is well-informed. The guidance and recommendations of external agencies and professionals are highly valued and play a central role in shaping support.

### **Identification of a Change in Need**

It is essential that all staff in the school have the necessary skills to identify pupils' needs and any potential changes in provision that a pupil may benefit from. Staff observations, assessment outcomes, advice from outside agencies/professionals, and information from parents provide an overall picture of a child's needs.

### **Significant Change of Need, Resulting in Change of Name and Type of Setting – Section I within the EHCP**

If the needs of the pupil change and the school is no longer able to meet these needs, an early Annual Review will be called. Any change in Educational Setting is likely to require a significant transition period.

## **Monitoring**

Pupil progress is continuously monitored through the use of the school assessment system, Arbor behaviour incident reporting, pupil progress meetings, small step target reviews, teacher observation, pupil voice, and the annual review process.

A pupil's EHCP is reviewed annually, using information from school, involved professionals, and parents as a basis for this review. Any changes to provision that have taken place, or are needed moving forward, are formalised through this process.

The Annual Review will: -

- assess the progress of the pupil in relation to their targets
- review the provision made for the pupil
- amend the existing EHCP as necessary
- set new targets for the following year

### **Partnerships:**

We recognise that strong partnerships with parents and carers are vital in enabling children to make progress. Parents and carers play a central role in the home–school partnership, bringing unique insight into their child’s needs and the provision required to support them.

Our pupils benefit from the school's close working relationship with external agencies and other schools, which offer invaluable advice and support.

### **Teaching Standards:**

All teachers are responsible for SEND and teaching standards are regularly reviewed to ensure Quality First Teaching is evident throughout the school. We have an established observation schedule in place with senior leaders having a specified focus area.

All teaching staff understand the referral process and where they can go to get advice and further help.

Identified in-service training will be undertaken in line with the school's Professional Development priorities as identified in the RISE and School Improvement Plan.

If the school believes they need advice from external professionals, the SENDCO/DSL will facilitate this.

### **Roles and Responsibilities:**

<b>The Trustee Board</b>	<ul style="list-style-type: none"> <li>• To ensure that provision of SEND is of a high standard and all vulnerable groups are well provided for.</li> <li>• To have regard to the Code of Practice when undertaking its responsibilities.</li> <li>• To have in place a designated Trustee with responsibility for SEND.</li> <li>• To have in place a strategy to monitor the school's SEND policy.</li> </ul>
<b>The Headteacher</b>	<ul style="list-style-type: none"> <li>• To ensure that the daily management of SEND provision is effective.</li> <li>• To work closely with the teaching and support staff.</li> <li>• To keep the Trustee Board informed of all matters relating to its responsibilities for the provision of SEND.</li> </ul>

<b>Special Needs Co-Ordinator (SENDCO)</b>	<ul style="list-style-type: none"> <li>To work with the Headteacher to oversee the day-to-day provision for pupils with special educational needs and disabilities over and above their designation within the school.</li> <li>To inform parents when a change in provision has been made for their child, or new strategies are put into place.</li> </ul>
<b>Class Teachers/Form Tutors</b>	<ul style="list-style-type: none"> <li>To deliver Quality First Teaching.</li> <li>To be aware of the school's policy for the identification and assessment of pupils.</li> <li>To share good practice for individual pupils and implement whole school strategies.</li> <li>To develop small-step targets for pupils that align to outcomes on their EHCP.</li> <li>To monitor the pupils in their form, plan and implement any individual strategies, to help the pupil achieve their full potential.</li> </ul>
<b>Parents/carers</b>	<ul style="list-style-type: none"> <li>To work closely with the school to develop a partnership that will support pupils.</li> </ul>
<b>Pupils</b>	<ul style="list-style-type: none"> <li>To involve pupils, by use of pupil voice, in any strategies that are personal to them.</li> </ul>

## Complaints Procedure

Parents who have a grievance or complaint about the provision their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

If this is not believed to be effective please follow the Complaints procedure Statement:  
<https://pinewood.herts.sch.uk/wp-content/uploads/2024/12/Complaints-Policy-and-Procedure.pdf>

## Evaluation and Review

The effectiveness of the SEN provision provided by the school will be undertaken annually by the Trustee Board and reported at Full Governing Board minutes during the Autumn Term.

A review of the SEN policy document is undertaken every year. The SEN policy is a working document and is kept under constant review.

## Further Information

Please see the SEND code of practice: 0 to 25 years. Sept 2014 (last update September 2024)  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Hertfordshire Local Offer  
<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>