



Dacorum Education
Support Centre

Policy Name	Special Educational Needs and Disability Policy (SEND)
Policy Type	Statutory / Non-Statutory
Date of Origin	June 2026
Agreed on	
Author	

Review Due Date	Review Completed	Amendments Y/N

DESC values the mental health and wellbeing of every member of its community.

Our policies reflect the core values of respect and support for each other in every aspect of life. Our aim is that all in our community, through working together, to feel safe and secure in an environment, which enables and equips every individual to thrive and be respectful of each other's strengths and differences.

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1. Aims

Our SEND Policy aims to:

Set out how Dacorum Education Support Centre (DESC) will include, support and make provision for learners with special educational needs and disabilities (SEND)

Explain the roles and responsibilities of everyone involved in providing for learners with SEND

Vision

To support all learners to access the appropriate curriculum for their needs

To develop social and emotional literacy alongside the academic curriculum

To effectively prepare all learners to be successful in their next steps

To identify and address any underlying or unidentified learning needs

To communicate effectively with parents/carers to facilitate implementation of an effective curriculum and any additional services that we access

To liaise with schools and outside agencies to ensure consistency of provision

Values

All learners are valued for their unique qualities and contributions to Centre

All learners are provided with quality, individualised teaching and intervention through robust use of the 'Assess, Plan, Do Review' cycle

Learner voice is valued and informs practice through the use of person-centred approaches

Belief in the efficacy of the Hertfordshire Steps approach when dealing with challenging behaviour

Learners are viewed holistically and wellbeing is valued as much as academic progress

Broader Aims

To ensure all learners feel valued, respected and have an equal opportunity to be successful

To re-engage learners with education and give them a positive view of the benefits of learning

To take into account the wider factors which impact on the progress and outlook of our learners

To prepare our learners for the wider world and help them become well-rounded individuals able to work interdependently with others

2. Legislation and guidance

This policy 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 SEN and disabilities

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- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care plans (EHCP), SEND co-ordinators (SENDCos) and the SEND information report
- [The Equality Act 2010](#) sets out responsibilities relating to the protected characteristic of disability

3. Definitions

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

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

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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCos are : Jade Dixon (based at Barncroft Campus – Maternity Leave) and Clare Winter (based at Tenzing Road). Elaine McWilliams is the Assistant SENDCo at Barncroft Campus.

They will:

- Work with the Headteacher and SEND representative on the Management Committee to determine the strategic development of the SEND Policy and provision in the Centre
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the Centre's delegated budget and other resources to meet learners' 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 learners and their parents/carers are informed about options and a smooth transition is planned
- Work with the Headteacher and Management Committee to ensure that the Centre meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure DESC keeps the records of all learners with SEND up to date

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4.2 The SEN representative for the Management Committee

The SEN representative will:

- Help to raise awareness of SEND issues at Management Committee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the Centre and update the Management Committee on this
- Work with the Headteacher and SENDCo to determine the strategic development of the Inclusion Policy and provision in the Centre

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND representative on the Management Committee to determine the strategic development of the SEND Policy and provision in the Centre
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers/deliverers

Each class teacher/deliverer is responsible for:

- The progress and development of every learner in their class
- Differentiating the content of lessons to meet the needs of **all** learners
- Ensuring the climate of their classroom is inclusive to all
- 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 SENDCo to review each learner's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Keeping knowledge of SEND needs relevant and up-to-date

5. Monitoring arrangements

This policy and information report will be reviewed by Jade Dixon/Clare Winter (SENDCos) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Management Committee

6. Links with other policies and documents

This policy links to our following policies:

- Behaviour Policy and Guide
- SEN Information Report
- EDI Policy

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