



Holmer Green Junior School

Inspire Enable Achieve



Special Educational Needs and Disability (SEND) Policy

Revised October 2023

| Written | Adopted by Governors | Review date | Responsibility |
|-------------------------|--------------------------------------|-----------------------------|--------------------------------|
| OCTOBER 2023 | JANUARY 2024 | JANUARY 2025 | SENDCO – S Timms |

CONTENTS

A SCHOOL ARRANGEMENTS

1. Definition and Aims
2. Roles and Responsibilities
3. Coordinating and managing provision
4. Admissions arrangements
5. Specialisms and special facilities

B IDENTIFICATION, ASSESSMENT AND PROVISION

1. Allocation of resources
2. Identification, assessment and review
3. Curriculum access and inclusion
4. Evaluating success
5. Arrangements for complaints

C PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

1. Partnership with parents
2. The voice of the child
3. Links with other agencies, organization and support services
4. Links with other schools and transfer arrangements
5. Staff development and appraisal

A SCHOOL ARRANGEMENTS

A1 DEFINITION AND AIMS

Definition

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. (SEN code of practice: 0 to 25 years). This may mean that a pupil has a greater difficulty in learning than the majority of pupils of the same age in Buckinghamshire schools, or a disability that makes it hard for them to access the facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the LEA (Education Act, 1996)

Aims

Holmer Green Junior School is committed to providing a quality education for all pupils, including those with SEND. We believe that all children have individual needs, strengths and talents, which should be met through an inspirational school curriculum which allows each child to work at their own level and pace, while being appropriately challenged. We recognise that to achieve this, many children will require additional support or additional challenge throughout time in school. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to remove any barriers to learning which could hinder or exclude individual pupils. We believe that all children should feel safe and valued in school and support the development of the whole child, whilst valuing and celebrating the many and varied abilities displayed by all children.

At Holmer Green Junior School we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Our school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to prioritise quality first teaching to enable all pupils to succeed
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- To draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.

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 educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body**, in co-operation with the headteacher - the 'responsible person' - has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative (the SEND governor, see appendix) who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy through the prospectus
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their pupil
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.

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

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
- SEND provision has an annual action plan and is an integral part of the School Improvement Plan
- the quality of SEND provision is regularly monitored

The **headteacher** - the 'responsible person' - has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

The **inclusion manager** has responsibility for:

- the management of provision for pupils with special educational needs
- working closely with the SENDCo
- overseeing the provision for pupils with special educational needs and disabilities
- monitoring and analysing the progress of pupils with SEND
- contributing to the professional development of staff

The **special educational needs coordinator** (SENDCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- ensuring that an agreed, consistent approach is adopted
- keeping the governing body informed about SEND issues
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs and disabilities
- co-ordinating the provision for pupils with special educational needs and disabilities
- arranging detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in writing Support Plans

- advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- supporting teachers to ensure that school liaises closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information
- contributing to the professional development of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- organising annual reviews for pupils who have Education Health Care Plans (EHCPs)
- collating evidence and making applications for pupils who may need an Education Health Care Plan

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum, liaising with the SENDCo for advice on assessment and strategies to support inclusion
- writing Support Plans and Provision Maps: including setting targets appropriate to the needs of the pupils
- liaising with outside agencies including Specialist Teachers, Occupational Therapists, Speech and Language Therapists
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- liaising with and giving feedback to parents of pupils with SEND, so they are aware of the strategies that are being used and are involved as partners in the process.

Specialist support assistants/ Learning support assistants and Teaching assistants work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs and helping with inclusion of pupils with SEND within the class. They play an important role in implementing support plans and provision maps and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

SSAs/LSAs/TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Lunchtime supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet with the SENDCo in relation to any issues arising for particular pupils.

A3 COORDINATING AND MANAGING PROVISION

At Holmer Green Junior School:

- sharing of expertise is welcomed and encouraged
- inclusion is a part of the School Development plan
- SEND is an item on staff meeting agendas on a regular basis which comes under the term Inclusion
- the SENDCo ensures that regular meetings are held, normally once a term, to review support plans and provision, and that parents are consulted as part of this process

- there is regular informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as is practicable in discussions about their targets and provision
- the SENDCo ensures that the following information is easily accessible to staff:
 - the school's SEND policy
 - the SEND register
 - an overview of SEND provision from the school prospectus
 - the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - a class SEND file giving the names of all pupils in the class with SEND and other relevant information

A4 ADMISSION ARRANGEMENTS

Holmer Green Junior School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA Admissions Policy. If a parent wishes to have mainstream provision for a child with an Education Health Care Plan the LA must provide a place unless this is incompatible with the efficient education of other pupils and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

At Holmer Green Junior School:

- all teaching staff are able to teach pupils with SEND. Additional training for teachers and LSAs/TAs is made available when necessary and appropriate, particularly when meeting the specific needs of an individual pupil
- adapted resources are used to ensure access to the curriculum; resources are easily accessible in the resources room and in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if required
- we have made adaptations to provide easy access for wheelchairs on the ground floor, including to a toilet area. The school has not been adapted to provide easy access for wheelchairs on the first floor.

B IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

All schools in Buckinghamshire receive funding for pupils with SEND in three main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo
- the delegated budget for SEND based on prior attainment and deprivation.
- other specific funds e.g. High Needs Funding,

The headteacher, Inclusion co-ordinator, SENDCo and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEND. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

Holmer Green Junior School follows LA guidance to ensure that all pupils' needs are appropriately met.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

Categories of Special Educational Need

The SEN Code of Practice recognizes four broad areas of need: Communication and interaction, Cognition and learning, Behaviour, Emotional and social development, and Sensory and/or Physical.

| Code of Practice needs | Categories |
|-------------------------------------|---|
| Communication and Interaction | Speech, Language and Communication Autistic spectrum disorder (ASD) |
| Cognition and Learning | Specific learning difficulties Moderate Learning Difficulties Severe Learning Difficulties Profound and Multiple Learning Difficulties |
| Social, Emotional and Mental Health | Social, Emotional and Mental Health |
| Sensory and Physical | Hearing Impairment Visual Impairment Multi-sensory Impairment Physical Disability Down Syndrome |

Levels of Provision

As from September 2014, SEN stages at Holmer Green Junior School are:-

Stage 1 – Monitoring

Stage 2 – SEN Support:

Stage 3 - Education and Health Care Plans (EHCP) :

A pupil at Stage 1 requires additional and different support from the day to day teaching. They are identified as a vulnerable pupil. Their progress is monitored closely to ensure that progress is being made. If not, then a move to stage 2 will be considered.

A pupil at Stage 2 requires additional and adapted support and meets the moderation criteria. Outside agencies become involved, e.g. Educational Psychologist, Speech and Language therapists or Health Service professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought for a formal referral to any external service. The SENDCo supports class teachers in writing support plans - which reflect advice given by outside agencies. Parents are encouraged to comment on reviews and to play a full part throughout the process.

Stage 3

Only a very small proportion of pupils require an EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support.

Review

Reviews of pupils on the SEND register are carried out on an ongoing basis through updating of support plans or provision maps. A final review is held once a term and this is shared with parents. The next support plan is written at this stage as it is informed by the progress towards the outcomes on the previous support plan.

Annual Reviews

At the Annual Review meeting for pupils with EHCPs, consideration is given as to whether the support should continue, and whether provision/strategies should be maintained or amended. New long-term objectives are set for the following year. Annual Reviews are held during the school day and all relevant professionals, including those who contributed to the original statement, are invited to attend or to submit a written report.

B3 CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide an adapted curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adapted. For some pupils, withdrawal sessions may be used to provide additional support. These are time-limited and criteria for inclusion in such programs are clearly specified. Specific groups also take place before the school day to ensure that pupils are not withdrawn from quality first teaching.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

B4 EVALUATING SUCCESS

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Inclusion co-ordinator, SENDCo and subject co-ordinators
- analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND governor
- school self-evaluation,
- the School Prospectus available to parents, which contains the required information about the implementation of the SEND Policy
- the school's annual SEND review, which evaluates the success of our policy and sets new targets for development (at Full Governing Body Meetings – SEND Governor Report)
- the School Improvement Plan, which is used for monitoring provision in the school

- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan support plans and targets, revise provision and celebrate success.

B5 ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a 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 Inclusion Manager.

In the event of a formal complaint parents are advised to contact the headteacher or a governor, if they prefer. The Buckinghamshire Parent Partnership Service is available to offer advice (see C1 below).

C PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C1 PARTNERSHIP WITH PARENTS

The staff at Holmer Green Junior School aim to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are able to contribute to these records.

Parent consultation meetings are held twice a year in the Autumn and Spring terms, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or Inclusion Manager. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets are available in a number of community languages through the school or Buckinghamshire Parent Partnership Service.

Buckinghamshire Council provide a range of information and support for parents which can be accessed at <https://familyinfo.buckinghamshire.gov.uk/send/>.

C2 THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

At Holmer Green Junior School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to LSAs/TAs and teachers about their learning
- class and individual reward systems

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Buckinghamshire. This includes The Specialist Teaching Service which has services for Cognition and Learning needs and funded services for Communication and Interaction, visual and hearing impaired and for pupils with Physical Disabilities. In addition, health specialists such as Occupational Therapists, Physiotherapists, Speech and Language Therapists and others are accessed though this is through meetings with the SENCo rather than one-to-one work with pupils. We are committed to using the expertise and advice provided by other professionals.

C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEND action records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time of transfer
- for pupils with an EHCP, the pupil's EHCP is amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned
- the SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named

- there are close links between the school and Holmer Green First School; the SENDCo meets teaching staff to discuss pupils with SEND when they are about to transfer to our school,
- the SENDCo at Holmer Green Junior School attends the annual review of Year 2 pupils with Education Health Care Plans for whom the particular school has been named.

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress

C5 STAFF DEVELOPMENT AND APPRAISAL

- the school is committed to gain expertise in areas of SEND
- there are regular training sessions for SSAs/LSAs/TAs
- the SENDCo may attend specialist hub meetings
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENDCo and other staff attend County meetings and INSET when relevant
- newly appointed teaching and support staff meet the SENDCo to discuss SEND procedures in the school. There is a staff handbook outlining the school's procedures and approach