



Special Educational Needs and Disability (SEND) policy

Haddenham Community Junior School

This policy was adopted: January 2022
The policy is to be reviewed by: November 2022

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1:INTRODUCTION

Haddenham Community Junior School (HCJS) welcomes all pupils with diverse needs and from a wide range of backgrounds. We strongly advocate that:

'Every teacher is a teacher of every child or young person including those with Special Educational Needs.'

This policy complies with the statutory requirement laid out in the 2014 Children and Families Act, the SEND Code of Practice 0 – 25 (January 2015) and the Equality Act (2010)

It should be read alongside the school's other policies, in particular the Teaching and Learning Policy, Behaviour and Relationships Policy, Accessibility Policy, Safeguarding Policy and Managing Medicines and Medical Conditions Policy.

A SEND folder will be created on the school website for ease of access for parents to all SEND information.

Samantha Ing, our Special Educational Needs Co-ordinator is responsible for coordinating Special Educational Needs provision at HCJS. Whilst she is not a member of the Senior Leadership Team, liaison on any SEND matters takes place on a regular basis directly to the Headteacher.

Contact Information:

Enquiries about an individual pupil's progress should be addressed at first to the class teacher as they are the person who knows the pupil best. Other enquiries can be addressed to:

Contact Information: SENCo: Mrs Samantha Ing senco@haddenhamjun.co.uk Headteacher: Mr Andy Leach head@haddenhamjun.co.uk SEN Governor: Sara Barnes	Haddenham Community Junior School Woodways Haddenham Bucks HP17 8DS
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AIMS

At Haddenham Community 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. The school aims to provide all pupils with strategies for dealing with their needs, within a supportive environment, and to give all pupils meaningful access to the National Curriculum.

In particular, we aim to:

- enable every child to experience success by identifying, at the earliest opportunity, barriers to learning and participation for pupils with SEND;
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision;
- involve parent/carers in planning and supporting at all stages of their child's development;
- to identify the roles and responsibilities of staff in providing for pupils' special educational needs and disabilities;
- work closely with other professionals and support services;
- to work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the policy statement for SEND;
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils;
- to ensure that our pupils have a voice in this process;

Identifying Special Educational Needs

The 2015 SEND Code of practice states that:

*“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means 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.”*

There are four broad categories of SEN outlined in the 2015 Code of Practice. They are listed here with some examples:

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Communication and Interaction	Speech, Language and Communication needs (SLCN). Autistic spectrum disorders, including Asperger's syndrome
Cognition and Learning pupils	Moderate learning difficulties (MLD) Severe learning difficulties (SpLD) Global developmental delay
Social, Emotional and Mental Health	Attention Deficit and Hyperactivity Disorder (ADHD) Anxiety Self-harming Attention Deficit Disorder(ADD)
Physical and Sensory	Vision impairment (VI) Hearing impairment (HI) Physical disability (PD)

It is important to note that the purpose of identification is to work out what action the school needs to take, not fit a child into a category.

“In practice, individual pupils or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and pupils and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, in particular sensory requirements.” (DfE SEND Code of Practice 2015: p97:6.27)

It is also important to note that Behaviour is no longer considered as a category of SEN.

“Persistent disruptive behaviour or withdrawn behaviours do not necessarily mean that a child or young person has SEND. (DfE SEND Code of Practice 2015: p96:6.21)

If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences, for example, bereavement, parental separation, we can make a referral, e.g. to the 'Family Resilience' team or school nursing team.

If parents and school are concerned that the child may have mental health needs then a referral to CAMHS (Child and Adolescent Mental Health Service) can be made.

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If the child is felt to have long-term social, emotional or mental health needs, for example, anger management needs, then the school can provide a social intervention.

The school is very aware that the following factors may impact on progress and attainment and will be considered, but that they are not a definitive indication of SEN:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability, Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL – Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
- Being in receipt of Child Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

A GRADUATED APPROACH to SEN Support

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring the progress of all pupils:

The progress of every pupil is monitored at termly pupil progress meetings with the child's class teacher. Where a pupil is identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action agreed. This may include specific interventions.

- Class teachers are continually monitoring children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

In this instance the teacher will talk with the child, meet with the parent/s and liaise with the SENCo in order to consider a potential Special Educational Need.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First teaching or some parental support.

Where any of the above identify a pupil as having SEN then the pupil will be placed on the school's SEN register and a support plan devised.

PLAN – Once a pupil has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know their child is being placed at SEN Support;
- discuss assessments that have been completed;
- agree the desired outcomes, adjustments, interventions and support to be put in place, as well as expected impact on progress, development or behaviour. This information will be recorded on an SEN Support Plan (SSP) and a termly review date set.

In addition, annually, a plan is used to record the child's strengths and interests, what they enjoy about school, and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. This information may be updated during the year.

DO – Class teachers are responsible and accountable for the progress and development of the pupils in their class. Where the interventions involve group or one-to-one teaching away from the main class or teacher, they still retain responsibility for the pupil.

It is the class teacher's responsibility to work closely with teaching assistants or specialist staff to plan and regularly assess the impact of support and interventions and to link them to classroom teaching. The SENCo is responsible for supporting the teacher in any further assessments and advising on additional or alternative support.

REVIEW – The effectiveness of the support and interventions and their impact on the pupil's progress must be reviewed in line with the agreed date.

The impact and quality of support and interventions are recorded on the SEN Support Plan, along with the parents' and child's views. This is reviewed against the child's progress and development and, in consultation with parents and any other professionals, new targets are set and monitored at least termly.

EDUCATION, HEALTH and CARE (EHC)

If a pupil is not making expected progress, despite high quality, targeted support through the SEN Support Plan it may be appropriate to make an application to the Local Authority for an EHC Plan assessment. All relevant parties are consulted, including the parents, the child, the school and any other professionals involved with the child and the family.

An EHC Plan may be requested, for example;

- a child has a disability which is complex or lifelong and means that they are always likely to need a high level of additional support in order to access the curriculum and learn effectively;
- the child's achievements are so significantly below their peers that he/she may, at some point, benefit from special school provision.

It is important to note that having a diagnosis, for example of ASD, ADHD or dyslexia, does not mean that a child is eligible for statutory assessment for an EHC Plan.

When a pupil has a EHC Plan, the local authority must review that plan as a minimum every twelve months. The SENCo is responsible for organising Annual Review meetings in line with Local Authority guidelines.

Criteria for exiting the SEN register

Following assessment that indicates that a child is making expected progress and no longer requires additional provision the child is removed from the SEN register. This child will continue to be monitored to ensure that their current level of progress is maintained. In the event of the child experiencing recurring or new difficulties, they will be placed back on the SEN register and support will be reinstated.

Supporting Pupils and Families

Buckinghamshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. It is available here to view:

www.bucksfamilyinfo.org/localoffer

The school has links with the following providers:

- Specialist Teaching Service
- Occupational Therapists, Physiotherapists, Speech and Language Therapists
- Community Paediatrics
- Family Resilience
- First Response
- Child and Adolescent Mental Health Service (CAMHS)
- Pathways Primary Pupil Referral Unit (PRU)
- Social Care
- County SEN team
- School Nursing Team
- Educational Psychology Service

HCJS recognises that transition is an important time for all pupils but especially those with SEND. Staff work closely with parents and pupils to ensure these transitions run as smoothly as possible.

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- Transition programmes are designed for individual pupils when moving from class to class and to and from other schools. These include a detailed handover between teaching staff and may also incorporate personalised photo information for the next school or class, communication passports and extra visits to the new environment to familiarise the child with their new surroundings.
- A member of staff from the child's next school is invited to attend the final annual review in Year 6
- An up-to-date SEND history and SEN Support Plans are passed to the next teacher or school.

The following HCJS policies are available on the school website:

- Haddenham Community Junior School's Local Offer
- Admission Policy
- Supporting Children with Medical Conditions
- Anti-Bullying Policy

Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

- Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010; Some may also have special educational needs (SEND) and an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- To support pupils at school with medical conditions refer to the school's policy, 'Supporting Pupils with Medical Conditions'.

TRAINING and RESOURCES

- We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.
- Specific training for staff is coordinated by the CPD co-ordinator in conjunction with the SENCo.
- The SENCo regularly attends Local Authority SENCo network meetings in order to keep up-to-date with local and national updates in SEND.
- All schools in Buckinghamshire receive funding for pupils with SEND in two main ways:

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- The delegated budget from the local authority which covers teaching and curriculum expenses, as well as the cost of the SENCo
- Additional funding is received for pupils with Specific Learning Difficulties and Moderate Learning Difficulties
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The Headteacher, SENCo 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 SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting EHCP. The school has a continuing commitment to purchase appropriate resources to meet the individual needs of all SEN children.

Roles and responsibilities

The role of the SENCo is:

- to ensure that the school complies with the DfE SEND Code of Practice 2015;
- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for pupils with SEN;
- Advising on the graduated approach to SEN support;
- Advising on the delegated budget/other resources;
- Liaising with the parents and carers of pupils with SEN;

- Liaising with other educational settings and outside agencies;
- Ensuring SEN records are up to date.

It is the responsibility of the class teacher:

- to identify a pupil with special needs and inform the SENCo ;
- to draw up termly SEN support plans with guidance from the SENCo and/or external agencies;
- to discuss the pupil's needs and school interventions with the parents and the pupil;
- to keep records and evidence of the child's progress;
- to direct Learning Support Assistants assigned as 1:1 support for pupils in addressing targets detailed on a pupil's support plan;

The Headteacher and Deputy Headteacher are Designated Safeguarding Leads in the school.

The Child Pupil Premium Group coordinator, Mrs Samantha Ing, allocates the use of the PPG and LAC funding. The use of this funding is monitored by Samantha Ing and the School Bursar, Jane Sharpe.

Mrs Rachel Dunsmore is responsible for managing health care plans and medical needs of child.

Reviewing the Policy

This policy will be reviewed annually.

Accessibility

Haddenham Community Junior School is Disability Discrimination Act (DDA) compliant.

Concerns and complaints

Haddenham Community Junior School endeavours to work in partnership with parents and carers to ensure a collaborative approach to meeting the needs of all pupils.

Arrangements for considering concerns and complaints about special educational provision within the school:

- concerns in the first instance can be discussed with the class teacher and/or SENCo by appointment;
- Formal complaints can be discussed with the SENCo and Headteacher or the SEN governor in the hope that a satisfactory solution can be found;
- The school's complaints procedure is available from the school office

Samantha Ing
November 2021