



**Holtsmere End Junior School
Special Educational Needs and
Disability Policy**

Summer 2021

Review: Summer 2020

The SEN Code of Practice

New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:
www.education.gov.uk/schools/pupilsupport/sen

Aims

We want every child to be the best they can be, academically, emotionally and socially. We aim to ensure that every child feels happy and safe, both at home and at school. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2014.

We will achieve these by

- Identifying the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Carefully monitoring the progress of all pupils in order to identify possible SEN and intervening where progress is less than expected. This will ensure that all children are able to reach their full potential.
- Working with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Communicating and working with parents to gain a better understanding of their child, and involving them in all stages of their child's education.
- Making appropriate provisions to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
- Maintaining relationships with external agencies.

Identification of pupils needs

The Code of Practice 2014 (The Children and Families Act 2014) defines SEN as: 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a **significantly** greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post 16 institutions."

A Graduated Approach

Quality First Teaching

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and the following support will be put in place:

Assess

- The teacher's assessment and experience of the pupil.
- Pupil progress, attainment and behaviour.
- Child development in comparison to their peers.
- The views and experiences of the parents.
- The child's own views.
- If relevant, advice from external support.
- Parents views.

Plan

- The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put into place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do

- The class teacher remains responsible for working with the child on a daily basis.

Review

- The impact and quality of the interventions should be evaluated, along with the views of the parents and pupils. This should feed back into the analysis of the pupils needs.
- A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence based SEN support delivered by appropriately trained staff.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Individual Support Plan

For some children the school will implement an individual Support Plan. This is a person centred approach to helping children achieve their goals. It is developed with the child, parents/carers and the class teacher and reviewed termly.

Education, Health and Care Plans (EHCP Plan)

- a. Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

This policy needs to be read in conjunction with:

The School SEN Information Report

The Equality Policy

Complaints Procedure

Admissions Policy