



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

**Summer 2022**

**Review: Summer 2023**

### **Management and Co-ordination**

#### **The Governing Body, in co-operation with the Headteacher:**

- Establishes the appropriate staffing and funding arrangements and maintains oversight of the school's provision for children with special educational needs.
- Reports to the parents annually on the school's policy on Inclusion.
- Are involved in monitoring policy and practice as part of the schools Effectiveness Committee.
- The named Governor for inclusion is Judy Baylis.

#### **The Headteacher:**

- Has overall responsibility for the management of Special educational needs.
- Has responsibility for the allocation of the budget for Special educational needs.
- Keeps the Governors fully informed about Inclusion issues and practice at Holtsmere End Junior School.
- Works closely with the school's SEN and Inclusion Co-ordinator.

#### **The Inclusion co-ordinator is responsible for:**

- Helping teachers to identify and assess, plan and review children who may have Additional Needs.
- Overseeing provision for children with additional needs.
- Advising teachers and giving strategies to identify and support vulnerable pupils.
- Directing and guiding specialist LSAs in consultation with class teachers and monitoring the effectiveness of their support.
- Liaising with external agencies including the LA.
- Arranging and carrying out annual reviews of pupils with an Education, Health and Care Plan
- Meeting regularly with the Headteacher and Inclusion Governor

#### **The class teacher is responsible for:**

- The SEN pupils in their class.
- Identifies children in their class with Additional Needs.
- Informs parents if their child receives additional support.
- Plans and differentiates work according to the children's needs.
- Liaises closely with the Inclusion Co-ordinator, TA's, LSA's and specialist staff.

- Is responsible for linking interventions to classroom teaching and assessing the impact.

### **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](http://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**

##### **Processes**

We believe high quality teaching, differentiation for individual pupils is the first step to responding to pupils who have or may have SEN. The school has procedures in place to regularly review the quality of teaching for all pupils and those at risk of underachievement (see Assessment Policy).

The Inclusion Co-ordinator meets at least termly with class teachers to review and write provision maps. Each child is discussed, and the need and level of provision is established. All children will receive Wave 1 quality first teaching and some will need intervention at Wave 2 and 3 (see local offer).

Where a pupil is identified as having SEN, the SEN support takes form in a four-part cycle known as 'the graduated approach'.

### **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 (INCo) 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.

### **Areas of Need**

There are four broad areas of need in which pupils will be identified (SEND Code of practice 2014). Pupils may have needs that cut across all areas and their needs may change over time.

These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory/ and or physical needs

A child will be placed on the SEN register using the following codes:

- K = SEN Support (within school or from outside agencies)
- E= Education, Health and Care Plan

### **EHCPs**

A request for an Education Health and Care Plan will be initiated, in partnership with parents and carers, where despite the school having taken relevant and purposeful action and identify, assess and meet the SEN needs of the pupil, the pupil has not made progress, The child's needs will be assessed by the Local Authority. IF a child is awarded an Educational Health and Care Plan, it is the school's responsibility to work with outside agencies and LA to provide the right resources to meet the needs of the individual. EHCPs will be reviewed every twelve months.

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 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.

### **Monitoring**

Procedures for assessment, recording and reporting can be found in the policy document for Assessment. The school have a robust system for assessing the progress for individuals with SEN, issuing information gathered from a range of sources: observations, data analysis, provision mapping reviews, pupil progress meetings. This information is looked at in the context of a broad picture of the child's strengths and weaknesses and responses to different learning experiences.

The Headteacher and Head for Inclusion will monitor:

- Evidence of differentiation in teacher's plans and children's work.
- Progress of all children with SEND.
- Effectiveness of interventions.

### **Partnerships with Parents**

Holtsmere End Junior School actively seeks the involvement of parents in developing implementing a joint learning approach at home and school.

Parents are fully consulted in early identification of pupils with special educational needs.

Parents are invited to be present at review meetings. Parents are consulted informally to discuss concerns and formally to review their child's progress in relation to their support and to plan future targets. Parents' views are sought through an annual questionnaire for pupils with SEN. Learning review evenings provide an opportunity for face-to-face contact at least two times per

year. Parents are given further opportunities to meet with staff, via telephone, email or meetings.

### **Transition**

At Holtmsere End Junior School we recognise that transition can be challenging for pupils with additional needs. We have a transition programme in place between each year group when needed. To support transition between Year 6/7 information is shared fully with the next school. Individualised transition programmes are in place and our most vulnerable children receive external support with transition.

### **Collaboration with other agencies**

At Holtmsere End Junior School, we may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. We are committed to working in a multi-agency way. We work in partnership with a number of external agencies.

This policy needs to be read in conjunction with:

The School SEN Information Report

The Equality Policy

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(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**

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