



# SEND Policy

Committee Responsible	C&S
Member of School Staff Responsible	Miss Zoe Loosemore
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Coordinator Responsible for this policy  
in consultation with staff and governors.

Helen Holt (SENCo) Member of SLT  
(National Award for SEN [NASENCo]  
Distinction grade achieved)

Governor Responsible:  
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Next Review:  
Linked Policies

Rachel Martin  
Standards and Curriculum  
Annually  
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Behaviour Policy, Anti-Bullying Policy, Teaching and Learning Policy, Admission Policy, Child Protection Policy, Supporting Pupils with Medical Conditions Policy, Complaints Policy, Accessibility Plan and Hiltingbury Junior School Covid Contingency Plan.

## **Philosophy**

We believe that each and every child should have the opportunity to reach their full potential and this is the responsibility of all staff. The school is committed to the integration and inclusion of pupils with a wide range of needs and their involvement in the whole life of the school. This policy is in keeping with the school's aims and in line with SEND Code of Practice, 0-25 guidance.

## **Definition**

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEND Code of Practice Jan 2015)

### **Aims and Objectives**

Our school is committed to:

- Identifying all pupils with special educational needs and disability ensuring their needs are met;
- Raising aspirations and expectations for all pupils with SEND;
- Providing a focus on outcomes for children with SEND and not just hours of support;
- Ensuring that children with special educational needs and disability have the opportunity to join in with all the activities of the school;
- Ensuring that appropriate resources and support are available for pupils with special educational needs and disability;
- Ensuring that there is effective communication between parents and school. Parents are informed of their children's special needs / provision and are encouraged to actively support their children's learning;
- Supporting professional development of all staff in special educational needs and disability;
- Celebrating difference and diversity;
- Promoting effective partnership with outside agencies.

### **Identification**

When deciding whether a pupil has special educational needs, the school refers to criteria set out in Hampshire's 'SEN Support' guidance document. Parents are informed if their child is included or taken off the SEN register at any point. The SEN Code of Practice (2015) states that pupils are only identified as SEN if they do make adequate progress once they have had all the adjustments and good quality personalised teaching. The SEN Code of Practice (2015) states four broad areas of SEN:

#### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Physical and Sensory

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A pupil with challenging behaviour does not describe a type of SEN. Instead, any concerns relating to a pupil's behaviour are seen as a response to an underlying need which will then be identified as the needs of the whole child are considered.

The purpose of identification is not to fit a pupil into a category, rather to establish the action needed to be taken to best support the pupil. At Hiltingbury Junior School, we identify the needs of a pupil by considering the needs of the whole child, which may include needs other than those of special educational needs.

As a school, we recognise that there are other factors which may impact on progress and attainment.

- Disability (although reasonable adjustments may be made for a disability under the Disability Equality legislation, these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being in a child of Serviceman/woman
- Being a Looked After Child

### **A Graduated Approach to SEN Support**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. At Hiltingbury Junior high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching, however it may be necessary for individual pupils to receive additional support through carefully matched interventions. Each term monitoring visits are conducted by members of

the SLT team to review the quality of teaching for all pupils and to ensure that individual learning needs are met through appropriate support strategies. Each class teacher has a 'SEN Support Guidance' folder which contains strategies to identify and support different types of SEN.

The class teacher is the first point of contact for any concerns about a pupil. The decision about whether to make special educational provision involves discussions between the class teacher and the SENCo and takes into consideration information gathered about the pupil's progress, alongside national data and expectations of progress. Where the decision is made by the SENCo that a higher level of need is being presented, access is made to specialised assessments from external agencies and professionals.

The school undertakes an **Assess – Plan – Do – Review** process to identify and place children on the SEN register. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review (at least every term) to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies / approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teachers remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

A review of a child's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **Managing Pupils' Needs on the SEN Register**

If a child is identified as having a special educational need following the guidance within Hampshire's SEN Services document 'SEN Support', the following process will take place:

- The child will be placed on the School's SEN register;
- In addition to high quality teaching, an intervention programme may be put in place and recorded on the child's individual electronic tracking file;
- Interventions will be linked to learning in the classroom; the child will be supported by the class teacher (and where applicable their TA) to understand how their interventions help their classroom learning. Wherever possible, intervention work will be completed in the child's relevant exercise book (e.g. writing book) to be referred back to when needed and form part of the learning journey.
- Each term the class teacher will produce a personal plan, containing specific National Curriculum targets matched to the child's identified areas of need, this information is shared with both parents and pupils;
- At the end of each term teachers complete the outcomes of targets set on the personal plans and this information is shared with both parents and pupils;
- TAs keep records of interventions they run and are responsible alongside the class teacher for making judgments about the overall effectiveness of interventions through qualitative and quantitative evidence. A record of the additional interventions a pupil receives and the level of effectiveness is recorded on each child's electronic tracking file;
- Each term the class teachers and SENCo will meet to discuss individual children's progress and map out interventions required for the term ahead;
- Each term parents are invited to attend a meeting with the SENCo to discuss the child's progress and the effectiveness of interventions. Outcomes of previous personal plan targets are shared and new targets are agreed.

For pupils with a complex level of need, arrangements are made to seek support from external outside agencies and pupils and parents are involved throughout the process.

In consultation with parents and outside agencies, the school will only make a request for the local authority to carry out an Educational Health Care Plan needs assessment if the child has demonstrated considerable cause for concern, where strategies or interventions have been tried over a reasonable period of time without success. This will require an initial assessment by the Educational Psychologist and will bring together the pupil's views, parents' views, school views and those of outside agencies. Where an EHCP is in place, annual reviews will be held to monitor, evaluate and set targets.

### **Criteria for exiting the SEN Register**

If it is judged that the child no longer needs support that is additional to or different from their peers then a decision may be made to remove the child from the SEN register.

Parents will be fully involved in this decision. The child will continue to receive high quality teaching that is differentiated and personalised within the classroom setting.

### **Supporting Pupils and Families**

We value parent participation and are in regular contact with parents who are informed as soon as staff are aware of difficulties. Parents are encouraged to voice their concerns so that we can work together in partnership. Close links are maintained with all parents who are welcome to discuss issues to do with educational, emotional or social difficulties.

The school's SEN Information Report can be accessed through the school website. A copy of the Hampshire Local Offer can be found on:

[http://www.hantslocaloffer.info/en/Main\\_Page](http://www.hantslocaloffer.info/en/Main_Page)

We will aim to support pupils and families through linking with other agencies when needed.

The Local Education Authority (LEA) provides a support service for parents called Support 4SEND which provides impartial advice, information and support to parents and carers of children and young people with SEND throughout Hampshire. This service can be accessed via: <http://www3.hants.gov.uk/parentpartnership>.

### **External Support Services**

Our school works in partnership with services providing expertise and opening up facilities to each other and the wider community. External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs. Pupils will only be seen by a member of one of the outside agencies after their parents have signed the consent form. Meetings, with an educational psychologist, specialist teacher adviser, physiotherapist, child and family guidance worker, school nurse, EWO or member of the Speech and Language service are held when necessary to ensure effective collaboration in identifying and making provision for vulnerable pupils.

### **Admission arrangement**

The school provides for children with a wide range of abilities. Places for children with or without a special educational need are allocated in line with the whole school admissions policy. Pupils with special needs are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with:

- a) the provision of efficient education for the children with whom he/she will be educated
- b) the efficient use of resources. This is in line with County Policy.

Please refer to our admissions policy for admission arrangements and the schools policy on managing the medical conditions of pupils.

### **Accessibility to exams**

Children with SEND may be eligible for special consideration for their KS2 SATs. The class teacher will meet with the Year 6 Leader and SENCo to see if the child meets the criteria set out by the test providers. The outcome of the process will be shared with parents.

### **Transition**

It is the role of the SENCo to liaise with the SENCo of feeder and secondary schools with information about the needs of children on the SEN register, in order to ease the transition between schools and minimize disruption to their education.

### **Supporting Pupils at School with 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 children 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 (SEN) or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school will work closely with parents and outside agencies to support pupils with medical conditions and will where appropriate ensure that staff is given appropriate training to support the pupil with their needs. Training will be in line with the child's needs under latest published guidance by DfE; [www.sendgateway.org.uk](http://www.sendgateway.org.uk)

### **Monitoring and Evaluation of SEND**

The progress of pupils with SEND is regularly monitored by the class teacher and SENCo. Levels of progress are monitored and the effectiveness of interventions are evaluated and recorded on individual pupil electronic tracking files. TAs delivering interventions are monitored by the SENCo.

The SLT team monitor the teaching of class teachers on a regular basis to ensure that provision is being made for those pupils with SEND. Both pupil and parent views are also taken into account when evaluating the provision for SEND.

The school has a designated SEN Governor, Mark Veal, who meets with the SENCo to discuss the progress of children with SEN. During their visits, the SEN Governor also observes children with SEND in class and produces a summary report to share with the headteacher and other governors.

### **Training and Resources**

The schools strategic plans will incorporate action plans and reviews relating to raising the achievement of pupils with SEND. In-house SEN training and professional development will be arranged to meet targets and to ensure that provision for pupils with SEND is appropriately delivered and co-ordinated. In order to maintain and develop the quality of teaching and provision, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post, which may include a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and to discuss the needs of individual pupils.

The SENCo regularly attends cluster meetings with other local SENCos in order to keep up to date with local and national updates in SEND. The SENCO also attends SEN conferences run by Hampshire SEN advisers.

### **Resourced Provision for Speech Language and Communication Needs (HSLC)**

Within Hiltingbury Junior is a resourced provision unit for pupils with an EHCP for speech, language and communication needs (SLCN). Pupils who have a place at the resourced provision unit are integrated into mainstream classes, but alongside this receive additional specialist support from staff at the 'Speech and Language Centre'. The specific speech,

language and communication needs of such children are the responsibility of the Speech and Language Unit Manager supported by the class teacher. Appropriate guidance and training is provided for all speech and language unit based teaching assistants. Class teachers of SLCN pupils also receive guidance and support appropriate to their needs. There is regular liaison between the Speech and Language Unit Manager and the SENCo.

### **Roles and Responsibilities**

#### **The responsibilities of the class teacher are:**

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants;
- To differentiate work and provide appropriate resources so that pupils with special educational needs are able to access the National Curriculum;
- Ensure homework meets the needs of individuals;
- Under the guidance of the SENCo, provide and deliver special education provision which is additional to that available to other pupils;
- To promote socialising and integration of pupils with SEND within the school;
- To identify pupils who may require additional support and refer them to the Senco.
- To communicate effectively with teaching assistants to ensure appropriate provision;
- To ensure that interventions are linked to the learning in the classroom and that the child is supported to understand how their interventions help their classroom learning;
- To ensure Personal Plans and outcomes are monitored, reviewed and discussed termly with pupils and parents;
- To ensure Personal Plans are successfully implemented;
- To inform parents of children's progress.

#### **The responsibilities of the Teaching Assistants are:**

- To give appropriate support to pupils, as directed by the Teacher, in the classroom to achieve their targets as detailed in a pupil's Personal Plan;
- To support the Teacher in working with groups of children so the Teacher can support the SEND pupils;
- To organise and run additional interventions in liaison with the class teacher, SENCo or outside agencies, and to ensure that interventions link to the learning in the classroom, whilst supporting the child to understand how their interventions help their classroom learning;
- To evaluate and record the effectiveness of interventions a child has received by calculating ratio gains and using other quantitative and qualitative evidence;
- To keep accurate records of progress made by SEND pupils against their Personal Plan targets within the lessons and during interventions;
- To inform teachers of progress made by SEND pupils;
- To ensure vulnerable SEND pupils are socialising and integrating appropriately at break times and to feedback to the Teacher.

#### **The role of the Co-ordinator (SENCo)**

The SENCo's responsibilities are:

- To ensure that the development of SEN reflects and enhances the school's philosophy and ethos;
- To co-ordinate provision for pupils who are on the special needs register and order and allocate resources where needed;
- To ensure that staff are kept up to date with new legislation and good practice;
- To monitor the programmes and individual targets for SEND pupils delivered by teaching assistants and introduced to improve pupil's performance and progress;
- Provide relevant in-service training for teachers and teaching assistants and to direct staff towards appropriate training courses in SEN;
- To analyse internal and external data to measure progress of pupils with special educational needs. To identify strengths and address perceived weaknesses;
- To use standardised tests and teacher assessments in reading, writing, spelling and maths to assess each pupil on the SEND register to track support provided and compare to progress made, thereby assessing the effectiveness of the support;
- To monitor and evaluate the effectiveness of the teaching of special educational needs by teachers and teaching assistants;
- Liaise with parents of children with SEND;
- To monitor the impact of SEN interventions;
- To liaise with Hampshire County Council and outside agencies to ensure that adequate support is provided for children with SEND;
- To arrange and lead annual reviews for pupils who have a Education Health Care Plan (EHC plan);
- To review and update the SEND register termly;
- To be responsible for the SEND audit and the SEND budget.

### **Storing and Managing Information**

The school has robust systems to ensure that any information is stored confidentially and securely. Information will only be shared with those that have permission who are directly involved in the support process. SEN registers will be kept electronically until the cohort reaches the age of 25.

### **Reviewing the Policy**

The policy will be reviewed annually in line with statutory requirements.

### **Accessibility**

The school is committed to the integration and inclusion of pupils with a wide range of needs. The school site is wheel chair accessible, has a purpose built room for physiotherapy sessions, has a designated disabled parking space and has a disabled toilet. The school is split over two levels and where a child has a physical difficulty, which makes using the stairs not possible, there is flexibility to accommodate specific classes downstairs. The classrooms on the ground floor are also wheelchair accessible, with ramps at specified fire exits. Refer to the school 'Accessibility Plan' for additional information.

### **Covid Contingency Plan for Pupils with SEND**

If a pupil on the SEND register is unable to attend school due to Covid restrictions and needs to self-isolate, or there is a local lockdown requiring pupils to remain at home, school staff will provide remote education. SEND pupils will be supported through variation, scaffolding, targeted questions, cut away groups and differentiation in line with classroom practices. Some pupils with SEND may not be able to access remote education

without adult support. In these cases the school will work with families to make arrangements to ensure a broad and appropriate curriculum is continued to be delivered in line with the child's specific special educational needs. Some pupils, with an EHCP, in the event of isolation, will be provided with bespoke learning packs. In addition, where possible, they will be supported through 1:1 Google Meet sessions with 2 members of staff present (as long as staffing capacity permits this).

During the course of the year, wherever it is possible, without compromising the purpose, visitors and meetings with external people will operate remotely. When it is deemed essential for an external visit, external visitors will be sent a personal risk assessment three days prior to visiting the school agreeing to follow the expectations set out.

### **Dealing with Complaints**

In the event of a disagreement about how a child's needs are being met, parents should initially discuss the problem with the class teacher and or the SENCo. If the problem is not able to be resolved, parents should then raise the matter with the Head Teacher. If it remains unresolved at this stage, parents should refer to the school's complaints policy for further information. External agencies to support parents such as Support4SEND, can also be contacted.

### **Bullying**

Please refer to the school's anti-bullying policy.