



Special Educational Needs and Disability (SEND) Policy

The SEND Team comprises of all the staff and is led by:

- Erika Marshall- SENDCo (Special Educational Needs & Disabilities Co-ordinator).

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.”

(SEND Code Of Practice 2015, 6.1 p.92)

At Herne Junior School it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We do our best to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum. This is to better respond to the four areas of need identified in the SEND Code of Practice 2015.

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional health
- Sensory/Physical

DEFINING SEND

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. By learning difficulty, it is meant that the child or young person has a significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from SEND Code of Practice (CoP) 2015 – introduction xiii,xiv,xv pp. 15 - 16

This SEND Policy, in conjunction with our SEND Information Report, details how at Herne Junior, we will endeavour to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities, wherever possible, together with pupils who do not have special educational needs.

AIMS AND OBJECTIVES

The aims of this policy are to ensure that the school is able:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to their highest possible standard
- To create an environment that meets the special educational needs of each pupil in order that they achieve their learning potential and have the opportunity, where possible, to engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parent/carers and pupil views in order to attain high levels of satisfaction and to work together in a positive way.
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet the various needs of pupils within Herne Junior School, through well targeted continuing professional development
- To work in co-operative and productive partnerships with the Local Education Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners

INCLUSION STATEMENT

We strive to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for inclusive teaching. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational, social, emotional needs and aspirations
- Require different strategies for learning, this includes the use of additional resources
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches, resources and experiences

Wherever possible, we do not withdraw children from the classroom during literacy and numeracy sessions. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. This is very dependent on the situation and the children.

THE ROLE OF THE SENDCo

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Over- seeing the deployment of the LSA team and the SEND Intervention Lead.
- Timetabling the LSA team and the overseeing various interventions we run at Herne Junior
- Coordinating all LSA staff to ensure all children with EHCPs receive appropriate support.
- Performance Management for all LSA's
- Liaising with and advising fellow teachers
- Keeping the records of all children with SEND
- Liaising with parents / carers of children with SEND
- Contributing to the in-service training of staff
- Liaising with the local Infant School to ensure a smooth transition between Years 2 and 3.
- Liaising with all relevant Secondary schools so that support is provided for Year 6 pupils as they prepare to transfer
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, behaviour support, local Outreach providers, Specialist teachers, YCP team, EMTAS and voluntary bodies
- Coordinating and developing school based strategies for the identification and review of children with SEND
- Overseeing the SEND Intervention Lead to ensure regular visits to classrooms to monitor the progress of children on the SEND Register, together monitoring the effectiveness of the interventions we offer
- Writing various requests (i.e. EHCP paperwork) and writing referrals for children.

IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and learning support assistants, have important day-to-day responsibilities. All class based staff are familiar with the SEN Support Guidance for schools, the Graduated Approach.

Monitoring Children's Progress

Children with SEND are identified by the following routes, all of which are part of the overall approach to monitoring pupil progress:

- Class teachers and other staff are continually aware of children's learning. Progress of a child who is a cause for concern, despite Quality First Teaching, may be characterized by:
 - Learning at a significantly slower pace than that of their peers starting from the same baseline.
 - Inconsistent rate of progress.

- Attainment gap between the child and their peers widening.
- Parents / Carers sometimes ask us to look more closely at their child's learning. All parental requests are taken seriously.
- The progress of every child is monitored at termly intervals.
- We also look closely at a child's fine and gross motor skills and seek advice where necessary.

If progress remains a cause for concern class teachers will consult the SENDCo. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Assessing Children

The SENDCo may undertake a range of assessments with children, or delegate assessments to the LSA team (who may be more familiar with the child, e.g. the class LSA). Depending on the nature of the concern, the SENDCo may refer to an external agency, and they will complete the relevant assessment. Appropriate permission is always sought from those with parental responsibility. These assessments can be used to inform the teacher's own understanding and assessments of a child, or help paint a bigger picture to help determine provision required. Some causes of concern include, but are not limited to, the following:

- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or social difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress

If a child makes sufficient progress once on the register, they will be removed from the SEND register, but their progress will continue to be monitored closely

Although the school can identify special needs, and make provision to meet those needs, we are not able to offer diagnoses. Parents / carers are advised to contact their GP if they are concerned about a particular disability. As a school, we wish to work in conjunction with parents / carers.

Provision

In order to help children with special educational needs, Herne Junior will adopt a graduated response.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. This includes talking to the SENDCo. Parents / carers may be consulted and a specific intervention put in place and monitored for a period of up to a term.

If the child's progress is still inadequate, the teacher and SENDCo will discuss the next step for that particular child. This may include adding the child to the SEND Register. Parents/carers will again be informed and consulted. The school will record the steps taken to meet the needs of individual children through the use of a passport and individual profile. We also keep an up to date provision map of interventions and strategies. (This helps enable consistency across Year Groups).

This may see us using specialist expertise from an outside agency, if as a school we feel that our interventions are still not having an impact on the individual.

Reasons may include:

- Continues to make little or no progress in specific areas over a long period
- Continues working at a level substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or social difficulties leading to unwanted behaviour which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his peers

If, despite these steps, progress is still inadequate, we will discuss the matter with an Educational Psychologist and seek advice whether or not to request an Education Health and Care Plan (EHCP).

If, however, a child makes adequate progress they will no longer be on the register. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and peers from widening
- Closes the attainment gap between the child and peers
- Better the child's previous rate of progress.
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

Partnership with parents / carers

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents / carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents / carers of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. At Herne Junior School, we do not make judgements and it is never our intention to make parents / carers feel uncomfortable or as if their child's needs are a fault. At all stages of the special needs process, the school keeps parents/carers fully informed and involved taking into account their wishes, feelings and knowledge. We encourage parents/carers to make an active contribution to their child's education and have regular meetings to share the progress of their child. We inform the parents /carers of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents / carers always have access to the SENDCo through a school email address and are encouraged to arrange a meeting should they wish.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions continues to be the responsibility of the class teacher and the LSA.

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The SENDCo informs the governing body of how the funding allocated to support special educational needs has been employed.

Education for Children with Health Needs Who Cannot Attend School

The latest information as part of the government's statutory guidance can be found here:

<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

Please note that the last update to this government information was in May 2013 and last updated in December 2023. This guidance is downloaded as a pdf on the school's server in the Statutory Policies section.

The role of the governing body

The Governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for all children and ensure that funds and resources are used effectively. On an annual basis the Governing body are provided a report by the SENDCo.

Monitoring and evaluation

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCo is involved in supporting teachers and in drawing up relevant plans for children. The SENDCo and the Leadership Team hold regular meetings to review the work of the school in this area. In addition, the SENDCo and the named governor with responsibility for special needs also hold regular meetings.

SEND Folders

Each class has their own SEND folder which include all SEND information to support pupils, including Individual Plans (e.g. Risk assessments, IBPs – Individual Behaviour Plans, PEEPs – Personal Emergency Evacuation Plans etc.)

These folders now incorporate Pupil Premium and Welfare information, making them a ‘one-stop-shop’ for all crucial information for pupils in each class.

SEND Intervention Lead (developed from SWAT Role 2022 – 2024)

In line with the SIP (supporting vulnerable pupils) this intervention role will develop from September to further support the SEND-Co in their ever-demanding role. The role will explore and analyse all other English-based intervention programmes with a view to having a stronger understanding of the interventions that work best for groups of pupils and/or individuals.

The role is 6 days a month and incorporates:

- continued roll out and analysis of the synthetic phonics programme, Read, Write Inc. This programme has been adapted to support children in Years 3 & 4 who are in need of additional phonics support and knowledge.
- implementation of the Fresh Start programme in Years 5 & 6 to support children with additional reading and comprehension skills.
- organisation of intervention timetables with class teachers.
- monitoring of intervention registers and attendance.
- visiting classrooms to support and monitor provision/resourcing for SEND pupils in class.
- monitoring and analysis of English interventions across the school, looking for impact in books.
- working alongside class teachers to identify small steps of progress for EHCP children prior to parents’ meetings to support with positive reporting.
- reporting to Governors termly on intervention impact/data outcomes.
- monitoring the implementation and use of ‘Zones of Regulation’ spaces in each classroom across the school.

There will also be projects focused on supporting vulnerable pupils, e.g. Looked After Children, post-Looked After (including adopted) and those with SGOs – Special Guardianship Orders.

At Herne Junior School we have a Home School Link worker dedicated to ~~want~~ ~~to~~ working together, with parents / carers and children to ensure that all children and families have a voice.

Please feel free to contact the school if you have any questions regarding SEND.

FOR DETAILS OF OUR SEND LOCAL OFFER, PLEASE REFER TO OUR SCHOOL WEBSITE: ABOUT US/SEND LOCAL OFFER

Policy reviewed and updated by SENDCo - Mrs. E Marshall.	October 2024
Ratified by Governors	FGB November 2024
Next review	October 2025