



HOOK JUNIOR SCHOOL

Special Educational Needs and Disabilities Policy 2023-2024

Date Reviewed:	March 2023
Next Review:	March 2024
Review Cycle:	Annual
Reviewing committee:	FGB
Lead Governor Responsible:	Bruce Anderson
Reviewers:	SENDCo
Linked Policies:	Teaching and Learning Policy Curriculum Policy Equality Policy Assessment for Learning and strategic marking Policy Behaviour Policy Attendance Policy Child Protection Policy Safeguarding Policy Staff Code of Conduct Policy
Policy is based upon:	HCC model SEND Policy and DfE guidelines
Ratification Date:	
Signed by Headteacher:	
Signed by Chair of Governors:	

At Hook Junior School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. We value the contribution that every child can make and welcome the diversity of culture, religion and ability. The school seeks to raise achievement and remove barriers to learning. The needs of pupils requiring special education are met primarily through providing a differentiated and appropriately planned, inclusive curriculum within the classroom. Assessment forms an integral part of the planning, teaching and learning process at Hook Junior School. It provides information for teachers to enable them to identify children with Special Education Needs, evaluate their strengths and weaknesses and so plan the next step in their learning. This ensures effective, quality learning through meeting, wherever possible, all the needs of children with Special Education Needs - intellectually, socially, emotionally and physically.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

What are Special Educational Needs and Disabilities (SEND)?

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four broad areas of need that are outlined in the SEND Code of Practice (2014). In practice, individual children often have needs that fall into more than one of these areas and their needs may change over time.

- **Communication and Interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what has been said to them or they do not understand or use social rules of communication. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.
- **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. 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:** 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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or Physical needs:** 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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment will require specialist support and/or equipment to access their learning, or habilitation support. 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.

Roles and Responsibilities

a) The Governing Body

The governing body has a statutory responsibility to ensure that special educational needs of all children in the school are met. The SEND Governor (Bruce Anderson) meets with the SENDCo who reports to governing body meetings on the current situation and systems for :-

- identification
- assessment
- provision
- monitoring and record keeping
- use of outside agencies.

The SEND governor will monitor the quality and effectiveness of SEND provision and update the governing body on this.

b) The Headteacher will:

- Ensure the school has a nominated SENDCo
- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Be kept informed of pupils who have been identified as having SEND
- Ensure teachers are aware of the importance of early identification and provision for these children.
- Ensure the school's SEND policy is reviewed regularly.
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

c) Special Educational Needs Co-ordinator- Emily Smith (SENDCo) is responsible for:

- Day to day operation of the school's SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Reporting annually to the governing body on how the special educational needs of all pupils are being met.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Ensuring that parents are kept fully informed of their child's needs and the provision in place for them.
- Co-ordinating provision for children with SEND – monitoring the implementation of programmes and their effectiveness and progress.
- Maintaining the school's SEND register on a regular basis.
- Overseeing the records of all pupils with SEND, including minority and vulnerable groups.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Monitoring Individual Learning Plans and teachers' records
- Ordering, purchasing and maintaining equipment and resources.
- Identifying staff development needs and organise relevant training.
- Working alongside the Senior Leadership Team to carry out Performance Management for LSA Team
- Attending courses, reading publications and keeping up to date with recent developments. Sharing this information with staff as necessary through weekly business meeting and INSET.
- Maintaining provision for all SEND children.
- Analysing termly assessment data under inclusion to determine status with progress and attainment.
- Preparing, consulting, reviewing, maintaining the SEND Information Report (on the school website)
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

d) Team Leaders are responsible for:

- Analysing termly assessment data to determine progress and attainment of SEN pupils in their year group.
- Implementing and organising individual and group programmes to address individual needs.
- Organising and monitoring the provision of LSAs across the year group.
- Reporting to SENDCo any issues or concerns regarding SEN children in their year group.

e) Class Teachers are responsible for:

- Identifying the child's special educational needs and informing the SENDCo.
- Collecting and recording all information about the child that will help to formulate appropriate provision. This could be as part of the Pathway for SEND document.
- Writing Individual Learning Plans and planning appropriate targets, working to meet the child's identified needs.
- Meeting with the parents and any agencies involved and keeping them informed of the child's progress.
- Evaluating targets and progress in a review at least once a term.
- Keeping and updating records together with the SENDCo.
- Liaising with any teacher or LSA who may work with the child.
- Seeking relevant advice and support to meet provision from the SENDCo.

f) Learning Support Assistants are responsible for:

- Assisting with an adaptive curriculum, where needed, or aspects of a personalised curriculum for some pupils with SEND.
- Liaising with the class teacher, SENDCo and when necessary, outside agencies, re programmes for SEND children.
- Undertaking a flexible timetable that is 'needs led' by the requirements of these children.

g) Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

h) The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Identifying Children with Individual Special Educational Needs

- Most pupils in school receive intervention, described as “Quality First Teaching”, this includes daily adaptive teaching of materials or task by the class teacher. These children are not on the SEND register.
- Some pupils require more additional support, which may take the form of small group support to catch up with their peer group. These pupils are described as receiving further intervention and will usually appear on the monitoring section of the SEN register.
- A relatively small percentage of pupils receive personalised intervention; this is specific targeted support, individually tailored to match the pupil's exact needs. These children will be identified on the register as SEND support. Provision may take the form of support, either individual or within a small group. This could be within the classroom, or outside it, as appropriate to the needs of the child and the nature of the intervention activity.

Process of Identification

1. Meeting the needs of all of the children in the school is up to individual teachers and their skills. Assessment procedures are in place to ensure that all children are progressing and to quickly mark up any difficulties a child may experience. If a teacher or LSA has concerns about a child, they will begin to complete a Pathway for SEND document and to contact the SENDCo.
2. Class teacher identifies a child's special educational needs, seeks advice and support from SENDCo and tries alternative classroom strategies.
3. Children causing concern will be placed on the register in the monitoring section.

Monitoring List

Children who have needs that are causing some concern, but require minimal differentiation in the classroom. This outlines their needs and is monitored on a regular basis.

4. The teacher will discuss with SENDCo the strategies used and assess the progress that ought to have been made. Together the decision for extra provision will be made. At this point, the parents are included in the process.
5. If the staff and parents agree that interventions that are additional to or different from the school's differentiated curriculum and strategies are needed, these trigger SEND support.

SEND Support

A child placed on SEND Support will require interventions additional to, or different from those provided as part of the school's usual differentiated curriculum. They may have one or more of the following:-

- Makes little or no progress even when teaching approaches are targeted particularly at the child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas.
- Has social, emotional or mental health difficulties and continues to make little or no progress despite intervention or that are not relieved by the behaviour management techniques usually employed in the school and will require an individual behavioural plan.
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment and support.
- Has communication and/or interaction difficulties and continues to make little or no progress.

6. The SENDCo can:

- Carry out further assessment needed including screening programmes and assessments. These could include a phonics screening, language screening, dyslexia or dyscalculia screening.
- Plan future support and intervention programmes with class teacher
- Monitor and review any action taken

7. The class teacher can:

- Plan and deliver an individualised programme
- Work with the child on a daily basis and deploy any support staff effectively

8. SENDCo and class teacher can:

- Consult with parents and the child about the Individual Learning Plan
- Inform parents and the child about progress
- Maintain constructive partnership with parents to support the plan and its provision.
- Adapt LSA timetables to meet provision.

9. The support might include:

- Different learning materials
- Specialist equipment or resources
- Individual or group support
- Staff development/training in alternative strategies
- Plan interventions and monitor progress

An Individual Learning Plan needs to be kept detailing 3 or 4 short-term targets (SMART) that are additional to and different from the differentiated plan for the class. This should be updated every few weeks and reviewed at least termly and shared with the child and parents.

If the child continues to make little or no progress in learning or behaviour, the SENDCo will seek help from outside agencies.

Support from External Agencies

At this level external support agencies may be involved with the child to advise the school and/or parents on strategies or provision. The child may have one or more of the following:-

- Continues to make little or no progress, even when teaching approaches are targeted at the child's identified area of weakness.
- Continues to show signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas.
- Continues working below age related expectations for their year group.
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having an individual behavioural plan.
- Has sensory or physical difficulties and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication and/or interaction difficulties that impact the development of social relationships and cause substantial barriers to learning.

10. Along with outside agencies, the SENDCo will review interventions already implemented.

11. New targets and strategies will be added to the Individual Learning Plan (ILP) alongside those set by an Educational Psychologist and other involved agencies. The parents will also be involved.

12. The SENDCo will record what further advice is being sought and what will happen meanwhile in terms of intervention.

13. It is the class teacher's responsibility to carry out the interventions as laid out in the ILP. They should for the most part be carried out by the school in the classroom. The parents and child should be involved in these discussions.

14. If the strategies employed above do not result in an improvement in the child's learning or behaviour, then an application for an Educational Health Care Plan Assessment (statutory assessment) will be made.

Educational Health Care Plan Assessment

15. The Headteacher, will request a statutory assessment of Special Educational Needs, through the application of an EHCP. The SENDCo, Headteacher and class teacher will work closely with external agencies to support the request. Parents can also request an EHCP for their child.

16. During the assessment period the child will continue to be supported using the procedures described in SEND Support.

17. In exceptional circumstances, a child may be referred for EHCP as soon as diagnostic or medical assessment has been carried out. This can be done if the school considers that the child's needs cannot be met and immediate specialist intervention is required.

18. An EHCP is given to the child from the LA. This will contain advice and allocate individual support time for the child. The Governors are legally responsible for ensuring the funds provided through the statement are used for the named child.

19. Once the EHCP is awarded and accepted the SENDCo will monitor that:

- The child's records are maintained
- Teachers monitor and review progress on a regular basis
- The schools usual pastoral and curriculum monitoring processes are used
- ILPs are in place and reviewed regularly
- Annual reviews take place to review progress against outcomes set on the EHCP
- Parents are kept informed of the child's progress against their individual targets and overall outcomes.

Individual Learning Plans

All children recorded for SEND support will have an Individual Learning Plan (ILP). This will record strategies employed to enable individual or groups of children to progress. The ILPs will include:

- A pupil profile covering page which outlines the child's strengths, areas they find challenging and how best to support them in school.
- Short term targets set for the child (SMART)
- Provision to be put in place
- Review date
- Outcomes

The Individual Learning Plan records only that which is additional or different from the differentiated curriculum that is in place for all pupils. Reviews will take place between the parent, teacher and learner once a term.

Adequate progress

Adequate progress can be defined in a number of ways. For example, it might be progress which:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, independence or personal skills
- Demonstrates improvements in the child's social, emotional or mental health

Admission arrangements

Admissions are in accordance with the school's admission policy, and Hampshire's Inclusions Policy. The school acknowledges in full its' responsibility to admit pupils with already identified Special Educational Needs, as well as identifying and providing for those not previously identified as having Special Educational Needs. Our Inclusion Policy ensures that all SEND children are treated no differently from other pupils.

Special Facilities

We have ramps and toilet facilities with wheelchair access. Most teaching areas are situated on one level. We have identified actions to optimise access to the school for all, via the school Accessibility Plan.

Transition

The Headteacher and SENDCo will liaise with appropriate professionals when any child transfers to another school. If a child has received any sort of special needs support the SENDCo will transfer all relevant documents to the receiving school and communicate with them as necessary. The transition process will be adapted to meet the needs of incoming children and that of the school in order to ensure that it is efficient and effective for both.

Funding

These are managed as follows:

- The Headteacher and Governing Body allocate funds to support special educational needs based on the school's audit allocation and any additional funds that may be required.
- The Headteacher reports to the Governing Body on the efficient use of the special needs allocation, including the Pupil Premium.
- The SENDCo is responsible for the operational management of resources.
- The County Council operates on the basis that there is enough funding allocated to allow schools to make up to £6,000 of SEND Support per annum for any child/young person that needs it.

Staffing

- LSAs work mainly with children individually or in groups
- At present, three LSAs have HLTA (Higher Level Teaching Assistant) status
- Two LSAs are qualified ELSAs. They work with identified pupils in a mentoring or coaching role to help them develop a range of behavioural, emotional and social skills including: raising self-esteem & confidence, developing strategies for sustaining good relationships, anger management strategies, positive self-talk and perseverance
- The ELSAs and Pastoral Leader (Jo Carne) make up the Pastoral Support Team
- Members of the teaching staff have a range of specialist training including Speech and Language, Phonics and Behaviour

Monitoring

- The SENDCo updates the SEND Register on a termly basis, in consultation with class teachers, and reports to the Headteacher and Governing Body.
- Individual Learning Plans are monitored and reviewed by the Class Teacher, in consultation with the SENDCo at least once each term. The individual targets are updated every few weeks.
- The SENDCo holds liaison meetings with the LSA team and regular, informal meetings with class teachers. This ensures consistency in the implementation of the SEND Policy.
- Once a term, assessment data is analysed by SENDCo and Team Leaders to identify the progress of children on the SEND register or other minority groups. Feedback is given to Team Leaders and Class Teachers as necessary.
- The SENDCo carries out Performance Management Reviews with LSAs, setting targets to enhance and support pupil progress, and to identify targets for individuals' continuing professional development and their positive contribution to the team.

Continuing Professional Development

- The SENDCo also provides formal INSET training, to meet identified needs of staff.
- The SENDCo provides advice and training for all staff on a regular informal basis.
- New LSAs have an Induction Programme, which introduces them to their support role. This includes having a "buddy" who works alongside them, providing help, advice and support.
- There is a weekly CPD session for LSAs, to meet their identified professional development needs and address areas for improvement on the School's Strategic Plan.

- Our LSA Team is actively encouraged to attend additional courses to gain further qualifications in SEND.

Partnership with Parents/ Pupils

- Partnership with parents is an essential part of our school ethos and philosophy. The school has an “open door” policy; all parents are welcome at any time to discuss their child’s progress. Class Teachers, the SENDCo and the Headteacher are available for consultation at any mutually convenient time.
- Parents’ and pupils’ views are gathered at ILP and Annual Reviews.
- Learning Consultation Evenings are organised for communication purposes, to which the child and parents/carers are invited. As part of these meetings, parents of pupils with an ILP are invited to specifically discuss SEN provision & targets. Parents/ carers may request the SENDCo to be present at these meetings if they wish.
- Parents may also be invited into school to discuss specific issues relating to their child as the need arises.
- Parents are given information about the school’s SEND Policy at the annual Meeting for new parents. Specific issues are discussed with the parents privately, either after the meeting, or at a mutually convenient later date.
- For children with an EHCP, parents and pupils are encouraged to attend the annual review meeting and to make their contribution towards the annual review report.
- Parents needing additional support, or an impartial viewpoint, will be advised of the advice which may be provided by SENDIASS. This can be accessed through Hampshire County Council’s website.

Links with other schools

- The SENDCo liaises with local Infant and Secondary SENDCos and other staff as appropriate, to ensure continuity of provision for children with special educational needs across the Key Stages.
- For pupils with EHCP provision, the SENDCo attends Annual Review Meetings at Hook Infants School and invites the SENDCo from Robert Mays Secondary School (or alternative provision) to attend Annual Review Meetings of pupils in Yrs 5 and 6.
- For other pupils on the SEND Register and monitoring list, the SENDCo liaises with KS1 and KS3 SENDCos during the Summer Term to ensure their smooth transition from one school to the next.
- The SENDCo attends local cluster group meetings and the SENDCo circle on a half termly basis.
- **SEND Governor**
- The designated Governor for Special Educational Needs is Bruce Anderson.
- The SEND Governor presents a SEND Report to the Governors, on an annual basis; and this is to be placed on the school website.

Named SENDCo

The current named SENDCo and Inclusion Leader is Emily Smith.

Complaints related to SEND provision

In the first instance concerns should be addressed to the SENDCo. All complaints will be taken seriously and recorded. We will aim to resolve these through discussion and joint agreed action. Otherwise, they may be addressed following the school’s Complaints Policy.

Key contacts:

SENDCo- Emily Smith SEND Governor- Bruce Anderson	Contact via: adminoffice@hook-jun.hants.sch.uk 01256 762468
Hampshire SEN Service	https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/contacts
SENDIASS Impartial Special Educational Needs and Disability Information, Advice and Support (SENDIASS) in Hampshire	https://www.hampshiresendiass.co.uk/ 0808 164 5504 info@hampshiresendiass.co.uk