



Special Educational Needs and Disabilities Policy

Last reviewed on: May 2021

Next review due by: May 2022

We are committed to safeguarding and ensuring the health, safety and wellbeing of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety and Child Protection policies.

Hove Junior School

Policy for Special Educational Needs and Disabilities

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1. Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. 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, SEND coordinator's (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

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.

4. Roles and responsibilities

4.1 The Inclusion Managers - Mandy Stewart (Portland Road) Charlotte Wallace (Holland Road)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- 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
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND Link Governor – Ben Scott

The SEND Link Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Executive Headteacher – Madeleine Southern

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

4.5 Learning mentors - Naomi Miller and Elaine McMahon

- Learning mentors support all children with SEND with special attention to pastoral needs. They work with the Inclusion Managers to create a program of interventions and support for pupils.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction, for example, autistic spectrum condition, (sometimes referred to as autism spectrum disorder) speech and language difficulties:**
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 ASC are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which

can affect how they relate to others.

- **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 of learning in place. 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 or specific learning difficulties (SpLD) which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia, Down Syndrome or Global Developmental Delay.

- **Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD):**

Children and young people may experience a wide range of social and emotional difficulties that 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, 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.

- **Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy:**

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) or hearing impairment (HI) will require specialist support and/or equipment to access their learning.

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.

SEND Information for both sites correct 13.5.21

Year Group	Year 3	Year 4	Year 5	Year 6
On Roll Total	168	188	191	220
Total HR	46	61	71	96
Total PR	122	127	120	124
C+I needs				
HR	5 (10.9%)	1 (1.6%)	4 (5.6%)	5 (5.2%)
PR	13 (10.7%)	1 (0.8%)	1 (0.8%)	6 (5%)
C+L needs				
HR	2 (4.3%)	5 (7%)	7 (9.9%)	9 (9.4%)
PR	5 (4.10%)	13 (10.2%)	13 (10.8%)	7 (5.6%)
SEMH needs				
HR	1 (2.2%)	1 (1.6%)	1 (1.4%)	4 (4.2%)
PR	3 (2.5%)	3 (2.4%)	5 (4.2%)	3 (2.4%)
SI/PI needs				
HR	1 (2%)	0 (0%)	1 (1.4%)	2 (2.1%)
PR	1 (0.8%)	2 (1.6%)	3 (2.5%)	3 (2.4%)
Total SEND				
HR	9 (20%)	7 (11%)	13 (18%)	20 (20%)
PR	22 (18%)	19 (15%)	22 (18%)	19 (15%)

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special

educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Some children with SEND may benefit from an 'enhanced transition'. We may schedule additional visits to their next setting and carry out additional preparation for transition within school.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- BRP (Better Reading Partners)
- Reading Inference
- Precision Teaching
- Numbers Count
- First Class at Number/ Success @Arithmetic
- Letters and Sounds Phonics Intervention
- Read Write Inc. Phonics Intervention
- Social Communication Intervention
- Busy Hands (OT programme to develop fine motor skills needed for handwriting)
- Lego Therapy
- Sensory Circuits

- Narrative Intervention

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

- We have learning support assistants who are trained to deliver the interventions named above when pupils are highlighted through progress meetings within year groups.
- Learning support assistants may also support pupils on a 1:1 basis as necessary.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets created in SEND action planning meetings each term
- Reviewing the impact of interventions after a period of weeks dependent on the individual intervention. For example, the 'Numbers Count' intervention runs for 10 weeks
- Using pupil questionnaires
- Monitoring by the Inclusion Managers and Heads of School
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special educational workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability

5.13 Support for improving emotional and social development

- We provide learning mentors to support pupils to improve their emotional and social development alongside the SENCo's. There are various methods, interventions and packages offered including:
- 'Meet and greet' and check in time built into school day if needed.
- Interventions targeting specific emotions such as anxiety or anger.
- PHSE lessons and curriculum assemblies.
- Pets as Therapy support in school.
- Social Communication Interventions
- Use of Just Right to help children identify their emotions and use strategies to remain green

(ready to learn).

- Adopter's forum-a regular opportunity for parents and carers to support each other.
- [Safety Net Educational Charity intervention to build wellbeing and assertiveness.](#)

We have a zero-tolerance approach to bullying. (Please see HJS Anti-Bullying Policy)

5.14 Working with other agencies

At Hove Juniors we worked with a variety of external service providers including:

Brighton and Hove Inclusion Support Service (BHISS)

Hove Junior School is supported by the Brighton and Hove Inclusion Support Service (BHISS). We receive advice from this service on the most appropriate strategies to adopt with our children. Specialist teachers visit our children and meet with teachers, parents and school staff, as directed by Inclusion Leaders. Priorities are decided at termly planning meetings.

The BHISS team includes:

- SEMH specialist teachers
- Literacy support Service
- Language and communication team (Including Autism)
- Primary Mental Health Workers
- Sensory Needs Team
- Educational Psychologists

EMAS

The Ethnic Minority Achievement Service (EMAS) offer a flexible and tailored service which is able to respond to the diverse and changing demands of the English as an Additional Language population in private, voluntary and independent Pre-schools and nurseries and also in primary and secondary schools across the city. EMAS offer a flexible provision, incorporating bilingual assistant and/or teaching support, as well as advisory input and training. Support can be arranged according to individual school's needs.

Safety Net

Safety Net is an educational charity who work with children, families, schools and neighbourhoods to build communities where children know they have a right to feel safe and supported and adults are aware of how to act protectively to protect children from harm. A lot of the work that Safety Net do is based around the principles of **Protective Behaviours**, a safety awareness and resilience building programme which helps children to recognise any situation where they feel worried or unsafe.

5.15 Complaints about SEN provision

Complaints about SEND provision in our school should be made to the Executive Head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

5.17 Contact details for raising concerns

As the parent or carer of your child, you are in the best position to know your child and if you have concerns around their attainment in any area of the school your child's class teacher and their phase leader is your first point of liaison. You can contact them directly to organise a meeting.

Class Teachers are responsible for:

- The learning of all the children in their class and the delivery of all National Curriculum subjects
- Planning for all children
- Liaising with the Inclusion team inclusionteam@hovejun.brighton-hove.sch.uk
- Monitoring, reviewing and setting targets for identified children at both School Support and School Support Plus
- Reviewing individual plans in consultation with relevant parties
- Supporting children to take an active role in setting and reviewing their own targets, whenever possible
- Contributing to behaviour programmes
- Liaising with parents/carers of pupils on the SEND register and with a statement of SEND or EHCP
- The day-to-day direction of Learning support Assistants working with children who require additional support in their classroom
- Planning and coordinating individual timetables and individual programmes for pupils with a statement for SEND or EHCP with support from the SENCo.

Following on from this initial meeting, a further meeting may be arranged between parent / carer and a member of the Inclusion Team. The roles within the Inclusion team are outlined in our SEND policy.

5.18 The local authority local offer

Our contribution to the local offer is:

<https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/hove-junior-school>

Our local authority's local offer is published here:

<https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities>

6. Monitoring arrangements

This policy and information report will be reviewed by Charlotte Wallace and Mandy Stewart **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Behaviour

- Equality information and objectives
- Supporting pupils with medical conditions