

*At Holme Junior & Infant School,  
we empower every individual to be  
resilient and independent lifelong learners,  
who value and respect their environment,  
developing high aspirations  
to reach their full potential.*



## HOLME JUNIOR & INFANT SCHOOL

Headteacher: Mr. Damien Bond

### Special Educational Needs Policy

Document Status			
<b>Date of Next Review</b>	March 2024	Full Governing Body	
<b>Success Criteria for review completion</b>	All docs read and amended as necessary.	<b>Responsibility</b>	Chair of Governors
<b>Date of Policy Creation</b>	September 2022	<b>Name</b>	Mary Stephenson
<b>Date of Policy Adoption by Governing Body</b>	March 2023	<b>Signed:</b> (Governor responsible)	
<b>Method of Communication (e.g Website, Noticeboard, etc)</b>	Website, Server, Policy File in Office	<b>Signed:</b> (Headteacher)	

## Introduction

At Holme J & I School we are committed to meeting the needs of all children. We recognise that for some children this may mean providing additional support or making adjustments in order that they are able to access a broad curriculum and reach their full potential. In the first instance this support will be provided by staff within school, in some cases with advice from the Additional Needs Partnership Group; and when necessary with expertise from external agencies. We are committed to working flexibly to ensure that we react quickly and effectively to specific needs within school. This policy complies with the statutory requirements in the SEND Code of Practice 0-25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the website (SEN Report)
- The LA Guidance- "Children & Young People with SEN; Guidance- School Based Support"
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy
- The Behaviour and Anti-Bullying Policy
- The Teaching and Learning Policy
- Individual Curriculum Policy

In accordance with the overarching principle of the SEND Code of Practice, this policy has been co-produced with staff and the Governing Body.

## 1. Contacts

The Headteacher has overall responsibility and works with the Special Needs Coordinator (SENCo). A member of the Governing Body has responsibility for Special Educational Needs and Disabilities (SEND), keeping up to date with relevant developments and ensuring that the school complies with all statutory duties.

## 2. Aims and Objectives

1. To work within the guidance laid down in the SEND Code of Practice 0-25yrs.
2. To identify and put in place appropriate provision for pupils who have SEND and other additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupils' needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children with SEN and their own involvement in this.
5. To provide an appropriate qualified and experienced SENCo in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

### 3. Identification of Special Educational Needs and Disabilities (SEND)

Children are identified as having SEND if they do not make adequate progress through quality first teaching. This includes having a significantly greater difficulty than the majority of children of the same age; or having a disability or barrier to learning, which prevents or hinders them from accessing the educational opportunities provided for children of the same age.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice states that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

***All looked after children should have a Personal Education Plan [PEP] which is part of the child's care plan or detention placement plan. The broad areas of information that must be covered in the PEP are specified in Schedule 1 [paragraph 2] of the Care Planning, Placement and Case Review.***

### 4. A Graduated, Whole School Approach to SEN Support

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching.

The impact of the teaching on a child's learning is reviewed regularly through marking and formative assessment and at the end of a half term/ term through summative assessment. The progress of all children is assessed and teaching and differentiation is adapted to meet the needs of individuals and groups. All children, but particularly those at risk of underachieving, are discussed in depth half termly at Class team meetings and termly at pupil progress meetings with the Headteacher. At these meetings the impact of teaching is discussed and adaptations and strategies to be put in place are suggested.

The school may decide, in collaboration with the parent/carer, to place a child on the SEN register at SEN Support. This decision will be made following discussion between the class teacher and the Head Teacher about the best way to meet a child's needs and the gaps/ barriers to learning he/she is experiencing. Information to support this discussion will come from a range of sources i.e. formative assessments, summative assessments, progress measures and any specialist assessments. Following this discussion information will be shared with parents and their opinions sought.

Every child on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

Once it has been decided that a child requires SEN support the following process will take place:

- **Assess** - The class teacher will assess the barriers to learning or gaps in learning faced by him/her. This assessment will be based on his/her knowledge of the child along with

accompanying evidence in books, following assessments, from other members of staff e.g. TAs and from parents.

- **Plan** - The class teacher will plan interventions/ strategies designed to remove the barrier/ bridge the gap seeking advice and support from the SENCo. These interventions/strategies may be delivered by the class teacher or ETA.
- **Do** - The class teacher will ensure that the planned intervention/strategies are delivered having regular discussions with the relevant ETA and the SENCo about their impact.
- **Review** - Following an identified period of time the impact of the intervention/strategy will be assessed and the information shared with parents and the child. A further assessment of need will be carried out to determine whether the barrier/gap still exists. Should this be the case then further discussions will take place with regards to the next steps following the 'assess, plan, do, review' model.

Any planned additional interventions/strategies are recorded on the school's provision map. This shows any additional support received by a child and indicates the rationale behind the support and assessment on outset and the impact of the support given.

Interventions are individually planned by class teachers and may include use of published materials for example:

- Little Wandle Letters and Sounds Revised. - Support with phonics and reading
- Power of One/Two- Maths support
- Social Use of Language

The school is part of the Holme Valley Schools Additional Needs Partnership. Advice is sought from this group with parental/legal guardian permission and strategies suggested are incorporated into a child's learning programme. Where further support is required, the SENCo, following discussions with parents/legal guardians, will make a referral, through the single point of referral panel, to a specialist service i.e. occupational therapy, autism outreach, speech and language etc.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school which will be included on the provision map. Their progress will be monitored by the school and also through an annual review, where the outcomes on the ECHP will be considered.

## 5. Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

Decisions will be based on:

- the child's attainment and progress
- whether it is felt their needs can be met through appropriately differentiated learning following high quality first teach
- whether there are felt to be barriers to learning or gaps in learning which need an additional intervention

## Supporting Pupils and Their Families

We aim to work in partnership with our pupils and their parents/carers and families and to ensure that they are fully involved and informed about all matters relating to their child's SEN. Our SEN Report is on our website ([www.holmejschool.co.uk](http://www.holmejschool.co.uk)). We also guide parents towards the Kirklees LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements - on our website
- Our links with other agencies – in our school's SEN Report
- Our arrangements for test and assessment access-please talk to your child's class teacher or SENCo
- Our transition arrangements-please speak to the class teacher or SENCo
- Our school policy on managing medical conditions of pupils – on our website

## 6. Supporting Pupils at School with Medical Conditions

At Holme J & I School we recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people 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 SEN and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice is followed. For specific information regarding supporting children with medical conditions in school please see the policy on our website.

## 7. Monitoring and Evaluation of SEND provision

At Holme J & I School teaching and learning is monitored and evaluated on a regular basis:

- By staff at class team meetings and pupil progress meetings
- By head teacher through monitoring planning, observing lessons, talking to pupils, work scrutiny and analysis of data
- By the governing body through Headteacher's Report, SEND link-governor visits, and reports to the Standards and Effectiveness Committee of the Governing Body
- Through feedback given by parents and children following questionnaires, formal and informal conversations

In each one of the above processes the progress, attainment and impact of provision for children with SEND is scrutinised and relevant changes made in order to have further impact. Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. The voice of the child and the family are key.

## 8. Resources

### a) Funding for SEN

All schools receive an amount of money to support children with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

- Element 1 Core Educational Funding Mainstream per pupil funding (AWPU- age weighted pupil unit)
- Element 2 Schools Block Funding Contribution of up to £6k for additional support required by children with high needs, from the notional SEN budget.
- Element 3 High Needs Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

#### **b) Workforce Development**

An induction process is in place for all teachers and support staff to explain the systems and structures in place to support the needs of individual children. Any training needs which are identified will be built into the school's CPD programme which all staff are encouraged to access. The SENCo regularly attends the LA's SENCo network meetings in order to keep up to date with local and national issues in SEND along with the Holme Valley School's Additional Needs Partnership meetings which are attended by SENCos and at least one Educational Psychologist.

## **9. Roles and Responsibilities**

- The Acting SENCo is currently Rebecca Guest
- The SEND-link Governor, currently Miriam Thomas, meets termly with the SENCo. The Curriculum and Standards Committee monitors the progress of pupils with SEN.
- The school employs 1 ETA. They carry out a range of roles across the school and are line managed by the class teachers, who oversee their work and plan with them.
- The Designated Safeguarding Leader and member of staff with responsibility for Looked After Children is the Headteacher, Damien Bond.
- The person responsible for managing the school's responsibility for meeting the medical needs of pupils is the Headteacher.

## **10. Storing and Managing Information**

All documents relating to children on the SEN Register are stored in a locked filing cabinet in the lockable staffroom. Copies of documents are stored securely online in accordance with GDPR information management and confidentiality procedures.

## **11. Reviewing the Policy**

This policy will be reviewed annually, unless local factors, or national legislation changes, in which case the review would be brought forward.

## 12. Accessibility-Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information

This plan is reviewed every three years, barriers are identified, and plans put in place to remove them. Parents/carers, or prospective parents, are encouraged to contact the school about any access issues.

## 13. Dealing with Complaints

Should a parent of a child with SEN wish to make a complaint this can be done following the procedure using the following link

[https://www.kirkleeslocaloffer.org.uk/#/model/page/topic\\_school\\_stage/-JvQHsVldkc8VWZpfFM](https://www.kirkleeslocaloffer.org.uk/#/model/page/topic_school_stage/-JvQHsVldkc8VWZpfFM)

## 14. Bullying

At Holme School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils with SEN. We do this through regular teaching in the areas of personal, social and emotional skills and mental health and wellbeing, through assemblies and during Anti-bullying week. These focus on the children's knowledge of how to protect themselves and each other from the effects of bullying by working closely with school staff. The school's behaviour and anti-bullying policies can be found on the website.

**All policies mentioned can be found on the school website at [www.holmejschool.co.uk](http://www.holmejschool.co.uk)**

**Please note that any questions or concerns about SEN policy or practice, or any about any help needed to support children with a disability should be addressed to the Head Teacher at the school. The Headteacher can be contacted by phoning the school office on 01484 687362 or by e-mail [head@holmejschool.co.uk](mailto:head@holmejschool.co.uk)**