



STATUTORY (A) POLICY

Special Educational Needs & Disability Policy 2024-2025



Policy Revision Date	24 th February 2025
Review Frequency	Annual
Date Policy Due for review:	24 th February 2025
Author / Role	SENDco/Helen Adams
Governing Body Committee/HT	FGB
Date of GB Meeting/HT review for approval	HT March 2025 FGB 23 rd June 2025
Due with Clerk to Governors (where applicable)	7 days prior to GB Meeting
Governing Body/HT Approval Date	FGB 23 rd June 2025
Next Review date	Spring 2026
Status (draft / approved)	Approved

Elson Junior School
Special Educational Needs & Disability Policy



Policy Review

The following list must be completed prior to submission to the relevant Governing Body meeting for approval.

Links with other Policies	Elson Junior School SEND Information Report, School Behaviour Policy, Feedback and Marking Policy, Accessibility Plan, Equality Policy and Admissions Policy.
Model or Locally Produced	Locally produced
Are changes to model policy or previous policy clearly identified (e.g. track changes)	Yes
In the view of the HT is the policy related to High, Medium or Low Risk activity to the school	Medium Risk
What are the likely consequences to school of non-compliance	Failure to meet the needs of a disadvantaged group of pupils. Damage to the school's reputation and loss of trust with parents. Consequences of statutory non-compliance.
Are the governors accountabilities clearly identified	Yes
Are other accountabilities clearly identified	Yes
Are there any particular issues/risks associated with implementation/operation of policy	No
How will policy effectiveness be evaluated	Through the school's monitoring programme, feedback from parents and pupil outcomes.
How will HT report to governors on effectiveness and when?	The Head teacher reports on effectiveness through Head teacher reports and Governor meetings.
When will the policy next be due for renewal (for statutory compliance)?	Spring 2026
Does the policy impact on available resources	Employment of staff to support children with SEND to achieve to full potential and meet statutory obligations.

Elson Junior School

Special Educational Needs & Disability Policy



Statutory Compliance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (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
- Teachers' Standards 2012 [Teachers' standards - GOV.UK](#)

It should be read in conjunction with the Elson Junior School SEND Information Report, School Behaviour Policy, Feedback and Marking Policy, Accessibility Plan and Equality Policy.

Introduction

Elson Junior School is fully inclusive of all children. As a school, we ensure that children feel safe, are happy and are able to achieve their full potential in all areas of their learning. It is the right of every pupil to have access to a broad and balanced curriculum which is well differentiated to ensure progression in children's learning. We believe in working in partnership with parents and outside agencies to provide the best possible support for our children and we strive to ensure that everyone has a voice: children, parents and practitioners.

Our Aims:

- To identify, at the earliest opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that children with SEND experience success in their learning.
- To enable all children with SEND to participate in lessons fully and effectively.
- To work in partnership with parents, staff, governors and other professionals.
- To ensure that staff have access to training and advice to support quality teaching and learning for all pupils.
- To communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

Elson Junior School

Special Educational Needs & Disability Policy



Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Identifying Children with SEND

As a school, we have a clear approach to identifying and responding to SEND. A pupil has SEND where their learning difficulty or disability calls for special educational provision which is different from or additional to that normally available to pupils of the same age. We identify children through a structured and graduated approach. In the first instance, the class teacher will complete a pupil concern form, and with support from the SENDCo, complete a series of 'assess, plan, do' activities. After this cycle has been completed, and once a child has been identified as having SEND, it is the role of the class teacher, alongside the SENDCo to implement appropriate provision to help the child make progress in their learning. Parents will be kept informed and will be involved in discussions at each stage of this process. Children who have been identified as having a special educational need will then be put on our school SEND register with the agreement of their parents.

In accordance with the SEND Code of Practice, four broad categories of need are identified:

1. Communication and Interaction, eg Autistic Spectrum Disorder and speech and language delay.
2. Cognitive and learning difficulties, eg Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SPLD eg Dyslexia, Dyscalculia, Developmental Co-ordination Disorder (DCD)
3. Social, emotional, mental and health difficulties Anxiety, Attachment Disorder, Attention Deficit Hyperactivity Disorder (ADHD), Depression
4. Sensory and or physical difficulties e.g Hypermobility Syndrome, Fine Gross Motor Skills difficulties, Core Stability difficulties, Hearing Impaired, Visually Impaired.

At Elson Junior School, children are identified as having SEND through a graduated process:

- Concerns raised by class teacher or parents or child
- Pupil concern form completed to begin to establish the pupil's barriers to learning through discussion of additional provision or strategies that could be employed and some identified areas to target and review.

Elson Junior School

Special Educational Needs & Disability Policy



- In-school assessments and screenings which may show that the child is performing below age related expectation.
- Observations of pupil behaviour e.g. ABCC charts, analysis of patterns of behaviour
- Liaising with outside agencies e.g. Speech Therapists, Outreach Services, Specialist Teacher Advisors and Educational Psychologists and previous settings if appropriate.
- Hampshire Guidance
- Parents will be kept fully informed at each stage of the process.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and will be made accessible to staff in a pupil passport.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.



Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. In these circumstances a rigorous submission of evidence against the criteria within the SEN Code of Practice is commenced. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the Local Authority (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

Meeting the Needs of Pupils with SEND

Class teachers are responsible for planning and ensuring appropriate task setting for all children including children with SEND. At Elson Junior School we believe that all teachers will identify their children's barriers to learning in order to plan appropriately. It is the school's belief and ambition that all children including those with SEND will make accelerated progress from their starting point.

Children with SEND will be taught alongside their peers for the majority of the day. The classroom environment is key to all children's development to help them to develop socially and academically. This includes the development of children's ability to work independently. A key strength at Elson Junior School is the way that we develop children to become independent learners in preparation for secondary school and beyond. This is especially important for children with SEND who may initially need additional support to do this. Teachers will be confident to use a range of strategies and resources to meet the needs of all learners. Children with SEND receive targeted interventions in small groups, sometimes outside the classroom, with a range of familiar adults and 1-1 when appropriate.

Children may be assessed using standardised scoring methods or other assessment tools. If a child has significant gaps in any area this may result in additional provision e.g. targeted maths teaching or a reading intervention programme. Children with SEND will have a Pupil Passport which is reviewed 6 weekly and/or a IBMP which will be reviewed termly. Pupils will have the opportunity to talk about themselves as learners and have a voice in their provision and targets. This plan will outline how the barriers to learning are to be addressed and will suggest strategies that a parent can use to support their child at home. Teachers will assess all children's progress. It is the expectation that all teachers planning and assessment records will reflect targeted needs and progress of specific groups of children including those with SEN. Teacher use a SEN Tracking Document which tracks each pupil's progress across Writing, Reading and Maths. This document identifies key areas for individual pupils for target setting and it is updated termly or when specific targets have been

Elson Junior School Special Educational Needs & Disability Policy



achieved. Following the schools record keeping policies, appropriate records will be kept and relevant documentation will be passed on at transition to key stage 3 or transfer to other schools.

Some children may need the involvement of specialist services to support their physical and mental wellbeing. A variety of appropriate support can be offered by external agencies. The specialist services will contribute towards the planning, monitoring and reviewing of the child's progress. As a school we work closely with any external agencies that we feel relevant to the child's needs including:

- Hampshire Primary Behaviour Support
- The Family Support Service
- The Mental Health Support Team (MHST)
- School Nursing
- Stop Domestic Abuse
- Specialist Teachers
- Outreach Services
- Children's services
- Social Workers
- Child and Adolescent Mental Health Service (CAMHS)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Educational Psychologists (EP)

Some children may require a multi-agency approach for themselves and their families. A referral would be made and the case presented at the Early Help Hub. Following a successful outcome at the Hub the case would be co-ordinated by the Family Support Service with regular 'Team Around the Family' meetings taking place with the family and all services involved.

For a few children, their needs may be complex, requiring a level of support beyond SEN Support level, that an Education Health Care Plan (EHCP) may be requested by either the school or the parents. Further information can be accessed about the criteria for an EHCP application here: <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

If a child has an Educational Health Care Plan parents are actively involved in the annual reviews and input from parents and carers is now invited through the Education and Healthcare Plan HUB.

Parent/Carer involvement

When a child has been identified as having special educational needs parents will be informed and involved in planning next steps. Parents will be informed of any additional interventions that their child is having and what the impact of the intervention has been. Each child will have a Pupil Passport setting out their provision and targets. This is reviewed and new targets set in a 6 weekly cycle. Pupil Passports and reviews are sent home to parents and carers.

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

Elson Junior School

Special Educational Needs & Disability Policy



- Invited to termly meetings to review the provision that is in place for their child. These are offered as an alternative to the school Parent/Carers' meetings and allow more time for discussion.
- Asked to provide information about the impact of SEN 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
- In addition to the Pupil Passport, parents will receive an annual report on the pupil's progress
- Parents/Carers of Looked After Children (LAC) have a Personal Education Plan Review (PEP) and these are held termly.
- Parents of previously looked after children (PLAC) may request an Education Plan for Adopted children (EPAC). This is reviewed as and when agreed between both parties.

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

Who's Who?

All of our staff are important in ensuring your child has a happy and successful time at Elson Junior School.

- **Class Teachers:** They are your first port of call if you have any concerns. They will have a good understanding of your child's needs and regularly communicate with the other team members to identify any additional support necessary.
- **Learning Support Assistant (LSA) & Higher Level Teaching Assistant (HLTA):** LSAs and HLTAs work in partnership with teachers and the SENDCO to enable pupils to participate fully in all aspects of school life. LSAs and HLTAs are currently assigned to year groups but may also have a specialist area which they use to support children across the school e.g. speech and language.
- **Special Educational Needs Coordinator (SENDCO) Mrs Helen Adams:** It is the SENDCO's job to coordinate support for children with SEND to ensure that they get the best possible provision to meet their needs. She will communicate with outside agencies and will communicate regularly with school staff and parents to ensure a quick response to any concerns.
- **Link Governor:** The link governor for SEND is. The SEND Governor will report regularly to the GovB on the success of the SEND provision and the impact of resources on outcomes. The SEN Governors chairs the annual review of the SEN Policy and Information report with parents.
- **Headteacher:** 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; have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress; and have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

Complaints Procedure.

Elson Junior School Special Educational Needs & Disability Policy



If you have any concerns about any aspect of provision for your child please address these initially to your child's class teacher, followed by the SENDCo and then the headteacher. Please refer to the school's complaint procedure.

The following documents have been considered while writing this policy:

- SEND Code of Practice 0-25 years. (2015)
- Hampshire Special Educational Needs (SEN) Policy (2009)