

# SEND policy and Information Report

The John Hampden School Wendover



Approved by:  
Teaching, Learning  
& Curriculum  
Committee

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The staff and governors of TJHSW have approved this Special Educational Needs and Disabilities policy. As a school, we believe that every pupil has an entitlement to develop his or her full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality and provide opportunities for success.

Diversity is valued as a rich resource, which supports the learning of all. At JHSW, we recognise every child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities. High quality teaching is provided and adapted to meet the needs of the majority of children. Some children will need something *additional to and different from* what is provided for the majority of children; this is the special educational provision and we will use our best endeavors to ensure that provision is made for those who need it.

This Special Educational Needs and Disabilities (SEND) policy details how JHSW will do its best to ensure that the necessary provision is made for every pupil who has SEND. It aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of pupils with SEND. The staff and governors will work to ensure that all pupils with SEND are given opportunities to fulfil their potential, are fully included within the school community and are able to make successful transfers between educational establishments.

Every teacher is responsible and accountable for all pupils in their class wherever or whoever they are working with. All teachers are teachers of pupils with SEND. Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority, school, parents/carers, pupils, children's services, health and all other agencies.

## 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, SEN coordinators (SENCOs) and the SEN information report
- SEND Code of Practice 0 – 25 years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Statutory guidance on Supporting Pupils with Medical Conditions, 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The SENCO, in consultation with Governors and school staff, developed this policy. It is shared with all stakeholders through the school website.

### 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 SENCo

The SENCo is Miss J C Francis

They will:

- Work with the head teacher 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

They will

- Ensure that SEND reviews and Annual Reviews are held.
- Ensure relevant parties are invited to reviews.
- Ensure appropriate records are kept.
- Maintain staff awareness and expertise in dealing with SEND issues.
- Liaise with Special Educational Needs and Disabilities Governor.
- Maintain links with other education settings and outside agencies.
- Liaise with potential next providers of education.
- Work with head and governors regarding the Accessibility Plan and the Equality Act, when appropriate.

- Provide reports to Governors.
- Use data to ensure children are accessing appropriate interventions.
- Manage and monitor interventions across the whole school.

#### **4.2 The SEND Governor**

The SEND Governor will:

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

#### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO 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 SEND and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- Giving all children access to quality first teaching.
- Setting up an adapted programme of work to enable a child to access the full curriculum.
- Completing the APDR framework half-termly for those children who are a cause for concern and those already identified as having SEND.
- Informing the SENCo of any child whose progress causes concern by completing the relevant form and gathering evidence.
- Keeping records and evidence of the child's progress.
- Setting up SEND support plans, as appropriate, with help and advice from the SENCo and/or reports available, and monitor them.
- Using TA time to support a child 1 to 1, within a small group, or within the classroom or out of the classroom.

- Ensuring the SENCo has up to date SEND support plans three times a year.
- Keeping parents informed by meeting with them every term as a minimum.

## 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 disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, sensory processing disorder
- Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

When a child is identified as needing provision additional to or different from that provided as part of normal class activities, the intervention of the SENCo would be requested by the class teacher. Teachers will have completed a 2-cycles of the Assess, Plan, Do, Review framework. They will then complete a referral to SENCo Form, including appropriate evidence, about a child who, despite receiving adapted learning opportunities:

Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.

Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.

Presents persistent emotional or behavioural difficulties, which are not supported by the behaviour management techniques employed by the school and is not making expected, progress academically:

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 despite the provision of an adapted curriculum.

Makes slow progress in developing literacy and mathematics skills;

Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;

Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

At this stage, the SENCo will further assess the child and further support will be discussed with the class teacher, TA/LSA and parents and action taken. An SEND support plan will be written, in liaison with parents and reviewed termly.

If, in spite of appropriate support being provided, the child does not make progress school will consult with parents, external agencies may be involved to further support the child. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the child's progress. In some cases, they will provide support for particular activities.

The Triggers for outside agency support could be that despite receiving support within school the young person:

Continues to make little or no progress in specific areas over a long period;

Continues working at EYFS or National Curriculum levels substantially below that expected of their peer group

Needs specialist advice for a particular need, e.g. Cognition and learning, ASD, hearing impairment, SEMH.

If a child is making good progress and the gaps in achievement are reducing between them and their peers they will no longer require an SEND support plan, they will be monitored by the SENCo for a further term to ensure their needs are being met. It will then be the class teacher's responsibility to continue meeting the child's needs within the class as part of quality first teaching.

Statutory Assessment of SEND

In a very few cases, a young person may continue to demonstrate significant cause for concern despite interventions at SEND support. If this should be the case, then a request may be made to the LA for a statutory assessment in order to obtain an Education and Health Care Plan (EHCP). This will decide the nature of the provision necessary to meet the child's SEND. If this cannot reasonably be met by the school, then the LA may provide additional resources. The purpose of the EHC Plan is to make special educational provision to meet the needs of the child, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the statutory assessment to:

Establish and record the views, interests and aspirations of the parents and child or young person.

Provide a full description of the child or young person's special educational needs and any health and social care needs.

Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.

Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

### **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

Notes of these early discussions will be added to the pupil's record and given to their parents.

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



SEND support plan reviews will be held three times a year. The school endeavours to work in partnership with parents/carers and takes their views into account in working for the best interests of their child. The knowledge, views and first-hand experience parents/carers have regarding their children are valued for the contribution it makes to their child's education.

All parents are welcome to contact their child's class teacher and/or the SENCo if they have any concerns about the special educational provision for their child.

Parents/carers are also strongly encouraged to keep in regular contact with the school regarding their child's progress.

Any official complaints can be made through the school's complaints procedures.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

### Identification & Assessment

Children who may have SEND will be identified through teachers/TAs observations and assessments. Concerns may also be raised through standardised assessments (Baseline, SATs, etc), progress checklists, target setting, parental/carers concerns or the student's own observations or by external agencies.

### Plan

**Some children will complete the APDR process before a SEND plan is completed to assess impact of support.**

Where it is decided to provide a pupil with an SEND Support Plan, the parents will be notified. The teacher and the SENCo should agree, in consultation with parents and the child, discuss the interventions and support that will be put in place, as well as the expected impact on outcomes for the child. The aim being that the child will make appropriate progress, along with a clear date for review.

### Do

The class teacher remains responsible for working with the child on a daily basis.

Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher retains responsibility for the pupil, working closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

### Review Process

APDR frames are reviewed and updated at the end of each 6-week period. At the end of 2 cycles, it may be deemed necessary to provide a SEND support plan for that

child. SEND support plans maps will be reviewed at the end of each term, with input from the child, parent/carer, teachers, and teaching assistants and outside agencies (if applicable). If the progress is appropriate, the child will be taken off the SEND support plan and monitored for a further term. If children do not yet have a SEND Support plan it may be necessary to begin a plan.

Children with an EHC Plan have set short-term targets which have been established after consultation with the parents/carers and the individual child, where appropriate, and include targets identified in the EHC Plan. These targets will be set out in the SEND support plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All EHC Plans will be reviewed annually in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made. Children participate in their Annual Reviews by:

- Offering their opinion and advice in the setting of targets on paper
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

### **Assessment and Monitoring**

All children are assessed and monitored throughout their time in the school and their progress is recorded. Several screening procedures are used. These are detailed in the Assessment Policy. PIVAT's assessments are in place and are used to track the progress of some SEND children to monitor small steps of progress. The Autism Education trust also provide a framework to assess.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

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

The school has links with other primary schools in the locality and the SENCo meets with the SENCo's of these schools on a regular basis. Transition visits are arranged for all children to ensure a smooth move to the next setting.

## **5.6 Our approach to teaching pupils with SEND**

Staff at JHSW will make all reasonable endeavours to ensure that pupils with SEND have their needs met.

- We have a whole school approach through record keeping, liaison and support and sharing of ideas.
- We recognise that class teachers, with guidance from the SENCo, have responsibility for the initial informal assessments and the establishment of individual education programmes.
- We will endeavour to support parents/carers through the process of moving on to and through the SEND process.
- Teachers are aware of the importance of early identification and of providing for the needs of pupils with SEND that they teach.
- The SENCo maintains a confidential register of all pupils with special educational needs.
- Class teachers retain responsibility for pupils with SEND and with the support of the SENCo compile SEND support plans and reports that inform annual reviews for those children with EHC plans. <sup>i</sup>
- Resources to support pupils with SEND are available to all staff.
- Referrals are carried out to external agencies where further support is required for pupils with SEND.
- Continuing Professional Development (CPD) needs are reviewed annually in order that staff can better meet the needs of children with SEND.
- Pupils with SEND are included in the life of the classroom as fully as possible, with reasonable adjustments made in order to achieve this. In addition, they have access to individual / small group work.
- There is a planned transition programme at each transition stage for every child with SEND.

We will also provide the following interventions:

Speech and language interventions in discussion with Speech therapists. To include language link and speech link as a screening tool and intervention where necessary.

Phonics interventions in small groups. Direct Phonics and 5-minute phonics sheets.

Direct instruction precision monitoring.

OT interventions to include Ready Steady write and Rainbow Road.

Plus One - maths intervention.

Nessy learning – Dyslexia/ reading support

## **5.7 Adaptations to the curriculum and learning environment**

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

- Adapting 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.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

All of our teaching assistants are trained to deliver interventions in e.g. Phonics, Direct Phonics, Language link and Plus one.

Learning Support Assistants will support pupils on a 1:1 basis when children have an additional need that has been identified in an Education Health Care plan or more differentiated support is needed as identified on their SEND Support plan.

Teaching assistants will work with pupils in small groups when a more focused approach is needed to support the children's learning.

We work with the following agencies to provide support for pupils with SEND:

Educational Psychology Service

Specialist teaching service – ASD team, Cognition and Learning team and Hearing support, Physical and Visual support

Occupational therapy service

Child and Adolescent Mental Health Services (CAMHS)

Community Paediatrics

## **5.9 Expertise and training of staff**

Our SENCo has 9 years of experience in this role and has worked as a Class teacher across EYFS, KS1 and KS2.

The SENCo is allocated 2 days a week to manage SEND provision.

We have a team of 12 teaching assistants and 11 Learning Support Assistants; all are trained to deliver SEND provision and various SEND interventions.

In the last two academic years, staff have been trained in 'I can', 'Nuffield Early Literacy Intervention', 'Squiggle while you Wiggle', 'Step-On', 'Step-Up' Pals, Widgit, 'Bucket Time', Tales Toolkit and Helicopter stories.

We use specialist-trained staff for Speech and Language therapy.

### **5.10 Securing equipment and facilities**

As a school, we have various resources we use to support our children with SEND. We are also able to access specialist equipment through the Specialist teaching service.

### **5.11 Evaluating the effectiveness of SEND provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks and record in their APDR
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding weekly meetings between Teachers and Support Staff
- Holding annual reviews for pupils with EHC plans
- Holding termly meetings with teaching staff to discuss progress

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

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 take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.

The JHSW Accessibility Plan can be found on the school's website. It covers all aspects of accessibility including the building and the curriculum.

The school building is reasonably accessible for children with physical disabilities and those using wheel chairs. There are ramps to enable movement between different levels of the school so that all children can access the dining hall, Hall, all classrooms and playground.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways,

- PSHE curriculum which is integrated into whole school practice
- Behaviour and self – regulation policy that reflects the positive approach to helping children with self-regulation.
- Each classroom has a thinking space with resources to support emotions and self-regulation
- All teaching staffs and TAs are trained in Step-on behaviour modelling
- Support from a designated nurture support worker
- Pupils with SEND are encouraged to be part of the school council
- We have a zero-tolerance approach to bullying.

### **5.14 Working with other agencies**

Where necessary the school will work collaboratively with outside agencies to ensure the best possible outcomes for the child. We have a designated CAMHs worker who supports our practice and offers us termly review meetings. We work with specialist teachers to support our children and to deliver bespoke training.

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher/SENCO/ 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 and suspensions
- 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 SEND

### Local offer

## 5.17 Contact details for raising concerns

Head Teacher: Sue Barnes via [office@jhampden.bucks.sch.uk](mailto:office@jhampden.bucks.sch.uk)

Or Chair of Governors: James Edley via [Chair@johnhampdenwendover.co.uk](mailto:Chair@johnhampdenwendover.co.uk)

## 5.18 The local authority local offer

Our local authority's local offer is published here: [Special educational needs and disabilities \(SEND Local Offer\) | Family Information Service \(buckinghamshire.gov.uk\)](#)

## 6. Monitoring arrangements

This policy and information report will be reviewed by Miss Jo Francis **every year**. It will also be updated if any changes to the information are made during the year.

The Teaching, Learning and Curriculum Committee of the governing board will review and approve it and ensure ratification by the Full Governing Board.

## 7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour and self-regulation policy
- Equality information and objectives
- Supporting pupils with medical conditions policy