Hollybrook Infant and Junior Schools

Special Educational Needs Policy

Dream, Believe, Achieve, Care

At the Hollybrook Schools we aim to ensure that learning is meaningful, stimulating and challenging, reflecting the ever-changing world around us. We endeavour to empower children to be independent, resilient, creative, collaborative, responsible and feel valued as members of the community with a passion for learning. We believe in educating the whole child, nurturing every child's talents to realise their potential and achieve their dreams.

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Reviewed by:	Marcella Dobson
Review Frequency:	Annually
Next Review:	January 2026

Approved by: _____ (Headteacher) **Date:**_____

The Hollybrook Schools – Special Educational Needs Policy

This Policy should also be read in conjunction with any relevant Hamwic Education Partnership documentation/policies. Please ask if you need further information.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0-25 (Sept 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Sept 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 2014
- School Safeguarding Policy
- Academy Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Special Educational Needs Co-ordinator (SENCO) with the SEN Governor in liaison with Senior Leadership Team (SLT), all staff and parents of pupils with SEND. This policy was co- produced with all stakeholders in our school in line with the spirit of the current reform.

Named SENCO within the school setting: Stephanie Crispin. Our SENCO is currently completing the NPQSEN and is a member of the SLT.

At the Hollybrook Schools we provide high levels of care for all pupils, celebrate their individuality and make sure that pupils' voices are listened to, respected and acted upon. We have established excellent links with parents and the community which brings another dimension to the quality of pupils' learning.
All children participate in school life and its community and we strive to overcome any difficulty, which may be presented by a child's individuality. We believe that every teacher is a teacher of every child including those with SEN.
We implement our SEN policy in line with the SEND National Code of Practice 0-25. The policy should be read in conjunction with the school's teaching and learning, equal opportunities and inclusion policies.

AIMS

- To provide a balanced and creative curriculum catering for individual needs and different learning styles.
- To raise the aspirations of and expectations of all pupils with SEN.
- To focus on outcomes for children and young people and not just hours of provision and support.
- To provide a positive learning environment in which a wide variety of skills and talents are valued.
- To maintain a culture of understanding and tolerance.
- To promote a supportive climate in which staff, pupils and parents can communicate effectively.

OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance, provide in the SEND Code of Practice, 2014.

- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO).
- To provide support and advice for all staff working with SEN pupils.
- To identify any difficulty likely to impede a pupil's social and emotional development or their ability to learn.
- To support children's achievement using a variety of teaching and learning strategies.
- To build on children's strengths.
- To encourage an understanding of differences.
- To work together to overcome difficulties using the graduated response model, targeting children's needs, and designing supportive individual targets or individual education plans. (I.E.P.s)
- To encourage children to develop their full potential across the curriculum.
- To foster links between home and school and offer parents the opportunity for regular communication with staff.
- To foster links between home and school and outside agencies to support the children and parents.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children with Special Educational Needs and Disabilities are identified as those with needs in the following areas: communication and interaction, cognitive and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

The purpose of identification is to work out what action the school needs to take to best support a child rather than aiming to fit a pupil into a category. At the Hollybrook Schools we identify the needs of the pupils by considering the needs of the whole child rather than just the special educational needs of the child. At the Hollybrook Schools, we use the graduated response model to support the accurate identification of children with additional needs.

As a school we recognise that the following considerations are **NOT SEN** but may impact on progress and attainment:

- Disability (The Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Pupils are only identified as SEN if they do not make adequate progress once interventions/adjustments and good quality personalised teaching are in place (following the Graduated Approach). Where progress continues to be less than expected; the class teacher, working with the SENCO, will assess whether the child has SEN. We will informally gather evidence (including the views of the pupil and their parents/carers) and put in place extra

teaching or other rigorous interventions designed to secure better progress, where required.

Disability
Some children with a special educational need may have a disability under the Equality Act 2010.
Where a disabled child requires special educational provision, they will also be covered by the Special Educational Needs definitions above.
The school has key duties under the Code of Practice and the Equality Act.

PROCEDURES

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have a SEN. Alongside, quality first teaching, carefully planned interventions may be used to support a child's need.
- Teachers are responsible for meeting the educational needs of all the children in their class. Planning, differentiation, careful monitoring and assessment includes the special individual or specific needs of any pupil. Teachers apply up-to-date, relevant and knowledgeable approaches to the teaching and learning of all pupils.
- The SENCO consults on a regular basis with class teachers offering support and monitoring the progress of children identified with specific needs. The help of outside agencies is sought when appropriate or available.
- Children's individual needs are identified as early as possible, through consultation involving class teacher, SENCO and parents, previous records or assessment procedures. This could also involve the use of high quality and accurate formative assessment, using effective tools and early assessment material to help support identification. Children with needs over and above those normally catered for in a class situation are identified as School Support.
- When a child is identified as having a SEN and placed on the SEN register a cycle of ASSESS – PLAN - DO – REVIEW will be carried out regularly to ensure the child is making progress towards their personalised targets and that these are adjusted as necessary to meet the needs of the child. The child will be involved in the setting and reviewing of targets through discussions with the class teacher and these are shared with parents/carers so they are actively involved in this process to. Parents/carers and children are always invited and/or views collected, as appropriate, when annual reviews for children with SEN take place.
- Contact is made with pre-school establishments and any other relevant agencies to gain as much information as possible prior to children starting school.
- Support is given to individual and groups of children by Teaching Assistants (TAs) who have a wide range of specific training and expertise. Small group support may take place within the classroom as part of the usual curriculum or individual programmes may be more appropriately placed in a quieter 1 to 1 situation. Training for all staff is developed and extended regularly.

YEAR R
Any areas of concern are discussed with parents as soon as they arise. If it is felt that a child would benefit from additional support, appropriate achievable targets are identified and discussed with parents. These targets can be worked on both at school and at home. Children are supported to achieve these targets on a regular basis. Learning in school within the curriculum is differentiated according to need. Relevant individual or group support is given by the class teacher and Early Years Assistant within the normal Development Matters Curriculum Framework. In

cases of very specific individual need additional staff or resources may be provided, such as a 1 to 1 assistant.

The names of children whose needs cannot be met by the normal classroom differentiation are placed on the SEN monitoring programme.

A target sheet is written for these children, listing individual targets. This provides documentation to assist in the monitoring and discussion of the child's progress. The targets are shared with parents and children. Any need for additional adult support, specialist equipment or staff training will be identified as early as possible through liaison with Early Years settings and other professional bodies. Where a child has an EHCP, target setting will follow the targets set in this documentation.

Names of children receiving Speech and Language Therapy from the Speech and Language Therapy service are also recorded as SEN support and they receive additional speech and language support from the school Speech and Language Therapist (SALT) or Early Years Assistants as detailed on their speech therapy target records.

YEAR 1

Criteria for SEN Support

- Children are still emerging in many/all foundation profile areas by the end of Autumn term
- Moderate behaviour, social or emotional difficulties likely to impede learning.
- Beginning to work towards or are below Age Related Expectations (ARE) for Year one in reading, writing or/and maths in the Summer Term.
- Are working at a pre-key stage in Spring term
- Children working within the Engagement model
- A mismatch between verbal communication and written recorded abilities.
- Previous/current involvement from outside agencies or Educational Psychologists (not speech and language involvement only).
    - Severe behaviour or emotional difficulties
    - Delayed learning in many areas
    - Speech and Language support.
    - Involvement of outside agencies
    - Impairment of sight or hearing
    - Diagnosis of a Social/Communication disorder

NB. Decisions regarding summer birthday children may be delayed until progress in the Autumn term of Year 1 has been monitored. Their needs will be carefully discussed with previous class teachers to ensure they are at an expected level of development for them.

YEAR 2

Criteria for SEN Support

- Moderate behaviour, social or emotional difficulties likely to impede learning
- Are beginning to working towards ARE for Year One or are only starting beginning to access the Year two ARE expectations in the Spring Term.
- Are working at a pre-key stage level

- Children working within the Engagement model
- A mismatch between verbal communication and written recorded abilities
- Severe behaviour or emotional difficulties
- Involvement of outside agencies
- Impairment of sight or hearing
- Diagnosis of a Social/communication disorder

KEY STAGE 2

Criteria for SEN Support

- Children's learning is significantly below age-related expectations
- Are working within low WTS, pre-key stage or within the Engagement model for learning
- Moderate behaviour, social or emotional difficulties are likely to impede learning.
- Previous/current involvement from outside agencies or Educational Psychologists (not speech and language involvement only).
- Severe behaviour or emotional difficulties
- Delayed learning in many areas
- Speech and Language support
- Involvement of outside agencies
- Impairment of sight or hearing
- Diagnosis of a Social/Communication disorder

TRANSITION

At the end of each year teachers review the targets or I.E.Ps and pass these and any behaviour diaries to the next teacher.

Transition programmes are arranged for children needing support in transition to the Junior School or to their Secondary school.

Transition meetings involving other agencies, e.g. pre-school workers or liaison with other schools for mid-year transfers, are held when appropriate.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

- For children identified as needing SEN support, they have an IEP or group target sheet to work towards. An I.E.P is written and identifies targets to be worked on and lists the resources, including staff time, which will be needed to achieve those targets. In both cases, these targets are discussed with parents either in the course of parents' evenings or at a separate time. The targets are specific and achievable and are monitored, reviewed and developed at least once every term. In some instances, a group target sheet may be written, with the same procedures adhered to.
- These targets are then discussed in pupil progress meetings with the SENCO or SLT.
- The class teachers are responsible for ensuring the IEPs are kept up to date and evidencing progress according to the outcomes.

- All targets are monitored by teachers and teaching assistants, as well as the SENCO. Regular communication takes place to ensure continuity of provision.
- A provision map is drawn up to detail and monitor support across the school and for each child and groups of children and is updated every half term. It is also an on-going record of current and previous intervention for individual children. This is kept up to date by the SENCO and analysed termly to ensure outcomes are being achieved within a given time frame.
- The level of provision required for a child will be agreed by staff and parents/carers within the setting. These levels of provision can be found on our website under the Local Offer and SEND report.
- If it was agreed that a child no longer reached the criteria for SEN support due to outcomes being achieved and barriers to learning being addressed, the child would be removed from the SEN register with the agreement of parents/carers. The child would then receive some targeted support through intervention groups for a given time frame because as a school we believe this helps sustain and continue to build on the progress made through SEN Support intervention rather than removing all support straight away.

SUPPORTING PUPILS AND PARENTS

- Information for parents with a child with SEN can be found on the LA local offer https://www.southampton.gov.uk/localoffer
- Information on The Hollybrook School's commitment to SEN can be found on the website under the SEN Information Report and School Local Offer.
- We link with other agencies to support the family and pupil
- On our website you will also find our school's policy on managing the medical conditions of pupils

ADMISSIONS

- We strive to give every child the appropriate care and education. Any parent with an admission query is welcome to contact the Head teacher and SENCO. Liaison and discussion will then take place with the LA to establish ways in which any application can be supported. The Hollybrook Schools are committed to meeting the learning and social needs of children with disabilities. We adhere to the city councils admissions and equal opportunities policy, which sets out clear criteria for deciding the entitlement of equality of opportunity for all pupils irrespective of gender, race or disability.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

- The Hollybrook Schools recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children 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 an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- We have clear procedures in place for children with medical conditions and write Individual Care Plans when appropriate. These are shared with all staff as appropriate and if training for specific medical conditions is required this will always be arranged for staff so they have up to date knowledge.

MONITORING AND EVALUATION OF SEND

- As a part of our school practice we regularly and carefully monitor and evaluate the quality of provision we offer all pupils.
- We do this through means such as regular audits of provision, sampling of parent views and children's views.
- There is a named SEN Governor who liaises with the SENCO regularly to ensure a high level of provision for children with SEN and to ensure the school are meeting all the requirements set out in the SEND Code of Practice 0-25.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

ROLES AND RESPONSBILITIES

The SENCO

Special schools: delete/amend this section as applicable.

The lead SENCO is Stephanie Crispin

SEND Governor: Katie Prieto

They will:

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

The Headteacher

The Headteacher will:

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

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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Teaching Assistants

- Work closely with teaches and specialist support staff to support children
- Work with the SENCO and class teacher to review each pupil's progress and development and decide on any changes to provision
- Ensure they follow this SEN policy

MANAGEMENT

- The Head teacher has overall responsibility for the effective education of all pupils and support the SENCO in that role.
- The Governor with responsibility for SEN together with the Head teacher will ensure that children with SEN are identified and receive appropriate provision.

FUNDING

SEN in school is funded according to the current LA formula. This funding supports the employment of assistants and additional materials. When available, the school is able to draw on the expertise of:

•The Educational Psychology Service
•Occupational Therapists
•Physiotherapists
•Education Welfare Officer
•Social Services
•Behaviour Support Services
•Speech and Language Therapy
•CAHMS
•Outreach workers e.g. Springwell support.

Additional expenses are met from the general school budget.

The Hollybrook Schools employ the services of an Educational Psychologist and an Independent Speech and Language Therapist. Their time is shared across the schools as needed to ensure children receive excellent support from these services.

Training:

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake an induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

- The school's SENCO regularly attends SENCO network meetings to keep up to date with local and national updates in SEND.

STORING AND MANAGING INFORMATION

The storing and management of information is in line with current GDPR regulations and our school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy.

REVIEWING THE POLICY

This policy will be reviewed annually by the Head teacher and SENCO.
It can be made available in alternative formats if required.
Other related policies – Equal Opportunities Policy, Disability Equality Policy.