

SEND Policy



SENDCO: Rachel Kempster (NASENCO Award, July 2014)

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SENDCO is a full member of the SLT

Named Governor for SEND:
Suzanne Cocking

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting pupils at school with medical conditions'
- DfE 'Working Together to Safeguard Children 2023'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'School Admissions Code'
- DfE 'Keeping children safe in education 2026'
- Equality and Human Rights Commission (EHRC) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy

- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

Introduction

Haslam Park Primary School has a named SENDCO (Rachel Kempster) who has successfully completed the Government SENCO qualification (NASENCO) and a named Governor responsible for SEND (Mrs S Cocking). They ensure that the Haslam Park Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential regardless of their needs or disabilities. All children should expect to receive an education that equips them with the tools needed to become independent, inquisitive learners both in and out of the classroom. The education we provide will enable children to achieve the best possible outcomes, become confident, able to communicate their own views and be ready to make a successful transition into secondary school and then adulthood.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability when they have:

- a significantly greater difficulty in learning than the majority of 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 in England. **Code of Practice 2015**

Children with SEND have needs that are 'additional to and different from' those of the majority of their peers, these needs are described under 4 categories laid out the SEND Code of Practice (January 2015):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

For children aged two or more, 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.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at Haslam Park, we ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, supporting them to achieve the best possible outcomes.

Aims and Objectives

Through our leadership, first-quality teaching, planning and provision we:

- Ensure that needs are identified as early as possible and support is put into place
- Provide an appropriate range of interventions and adaptations to ensure optimum progress in
- Ensure that children have access to a broad and balanced curriculum which is appropriately differentiated to enable every child to succeed
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Develop children's independence
- Regularly monitor the progress of children with SEND
- Work closely with parents and carers
- Work closely with external agencies and other professionals to ensure that there is a collaborative approach to support children with SEND.
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- Identify the roles and responsibilities of all staff in meeting children's special educational needs through reasonable adjustments
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

Equal Opportunities and Inclusion

We endeavour to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in our society.

In planning our curriculum, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs.

Identification of special educational needs

If a child already has an identified special educational need on entry to the school, this information will be used to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- form the basis for planning the next steps of the child's learning.

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, one of the aims of these assessments will be to identify pupils who are making less than expected progress given their age and individual circumstances. These outcomes will be discussed in pupil progress meetings.

'Less than expected progress' will be characterised by progress which:

- 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 academic attainment, for example, social needs.

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

In order to help children with special educational needs, Haslam Park Primary School will adopt a graduated response. Our provision will be based on careful analysis of need, close monitoring of each individual's progress and the wishes of the pupil and their parents leading to a shared perception of desired outcomes. Within this response we may use specialist expertise if, as a school we feel that our interventions are still not having an impact on the individual.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. An **initial concerns checklist** will be completed and discussed with the SENDCO and parents. Appropriate adaptations will be put in place and monitored for a period of up to a term. If it is felt that additional or different provision is needed for the child to continue to make progress then they will be added to the school SEND register with parental permission.

With the support of the SENDCO, the teacher will agree individual learning outcomes and will then be responsible for managing provision that is additional or different to that provided as part of the school's differentiated curriculum. This provision will be recorded on a Provision Map and progress towards the outcomes will be monitored by the class teacher and teaching assistants within the class. These outcomes will be reviewed formally with the SENDCO, parents and young person on a termly basis.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. Interpreters will be used where appropriate to support assessment and consultation with parents.

Reasons for a child being added to the SEND register may include the fact that he/she:

- 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 essential literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- 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.

The school will maintain a list of pupils who have been recognised as having SEND. The records will be held centrally and kept securely. In some circumstances the records may be shared with external agencies, for example, for safeguarding issues or on transition to another school.

1. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.

- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

Monitoring Children's Progress

Documents in bold italics are attached as appendices to this policy

At Haslam Park Primary School we apply a cycle of ASSESS – PLAN – DO – REVIEW in order to ensure provision is tailored to meet the needs of children on the SEND register and achieve the best rate of progress possible.

The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support

- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

For children who are placed on the SEND register, the school will record the steps taken to meet their needs through an **SEND Provision Map**. This document will be evaluated and updated after each assessment point. The SENDCO will review progress and provision after each assessment point and discuss any changes to provision necessary to secure the best possible outcomes for each child. If we refer a child for an Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

Admissions

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

The school may challenge a decision to name the school in an EHC plan if the school considers that such a placement would be unsuitable based on the child's age, ability, aptitude or SEND; or it would be incompatible with the efficient education of other children or the efficient use of resources. The school will consider whether any reasonable adjustments can be made to provide a placement.

The Role of the SENDCO

The Special Educational Needs and Disability Co-ordinator's [SENDCO] 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, ensuring that pupils and their parents are informed about the options, and a smooth transition is planned

- Ensure the school keeps the records of all pupils with SEN up to date in line with the school's Data Protection Policy
- Liaise with parents of children with SEND.
- Contribute to the in-service training of staff.
- Making regular visits to classrooms to monitor the progress of children on the SEND register
- Liaising with the relevant designated teacher for LAC with SEND.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

The SEND governor

The SEND governor will:

- Help to raise awareness of SEN 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 SEN policy and provision in the school
- Challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs. They will ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

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
- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.

- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

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 SEN policy
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum where appropriate and unless agreed otherwise with the Headteacher and SENDCo.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- 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
- Keeping relevant members of staff up-to-date with any changes in behaviour, academic developments and causes of concern, including the headteacher where relevant.

Partnership with Parents

Parent partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared

view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains the special educational needs information report including the arrangements made for children in our school with special educational needs. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENDCO through a school email address or by making an appointment to speak to them.

The Nature of Intervention

The SENDCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENDCO; or, with TA support or other intervention such as The Conquering Literacy Programme, Dynamo Maths or Volcano in my Tummy.
- Use of different strategies to support engagement and progress.

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Provision will be reviewed on a termly basis through the Provision Map and more regularly through informal review and discussion. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet with the class teacher on at least a termly basis where they will have the opportunity to discuss targets, provision and progress. For children with Education and Healthcare Plans and other children with SEND where appropriate, these meetings may also involve the SENDCO. The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

Referral to an outside agency such as Ladywood Outreach, the Speech and Language Therapy Service or Aspire Behaviour Support will be made if a child continues to make little or no progress despite additional input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. Overall responsibility for progress of the child remains with the class teacher.

School Request for an Education Health and Care Plan

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support through application for an EHC.

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Provision maps detailing outcomes, provision and evaluations.
- Records of the child's health and medical history where appropriate.
- Attainment in curriculum subjects.
- Educational and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.
- Views of the child

The parents of any child who is referred for an Education and Health Care Plan (EHCP) will be kept fully informed of the progress of the referral. Children with an Education and Health Care Plan will be reviewed during termly SEND reviews in addition to the statutory annual review of the EHCP. When this coincides with transfer to high school, the SENDCO from the high school will be invited to the review or, if this is not possible will be informed of the outcome of the review.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, using assessment to inform the next stage of learning. By breaking down the levels of attainment into finely graded steps and targets, we ensure that all children experience success within their learning experiences. We recognise that reading is an essential skill in accessing the curriculum and therefore we prioritise the teaching and practice of reading for children with SEND wherever possible.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom.

We understand that all staff that come into contact with a child need to be well informed about their needs. To support this, we complete **Safety and Support Plans** and **Knowing Me Plans** which document a child's needs, strategies, equipment and key people on one page.

Jubilee Hub

'The Jubilee Hub' is a class that provides adapted learning opportunities beyond our mainstream classrooms. It is an integral part of our mainstream school, offering a supportive and structured setting for students who require additional assistance and a more bespoke curriculum.

The Jubilee Hub is led by a Teacher who is supported by Special Needs Teaching Assistants.

All children who access The Jubilee Hub have a current EHCP and have opportunities to work with a range of staff in both 1:1 and small group settings.

Within The Jubilee Hub, our aim is to provide tailored support while ensuring that pupils continue to access the full range of opportunities available within the mainstream school environment.

Individualised Support:

Our additional needs base provides focused interventions that address the specific learning, social, and emotional needs of pupils.

Integration with Mainstream Classes:

While children in our additional needs base benefit from small group teaching and specialist support, they are also encouraged to integrate with their peers from mainstream classes, where appropriate, in a variety of subjects where their needs can be met alongside their peers. Children are also encouraged to integrate with peers to promote social inclusion and the development of skills in a broader school context at times such as, after school clubs, lunch time and playtimes where appropriate.

Personalised Learning:

Each child in our additional needs base has a provision map and, developed in collaboration with teachers, parents, and other professionals, ensuring that support is tailored to meet their individual needs. This is created in line with the child's EHCP targets.

Multi-disciplinary Approach:

Staff in our additional needs base work closely with external agencies, such as speech and language therapists, educational psychologists, Woodbridge Trust, occupational therapists and any other professionals who have involvement, to ensure comprehensive support for all students.

Inclusion and integration:

Pupils in our additional needs base are given opportunities to access a broad, balanced and ambitious book based curriculum through a combination of specialist support.

They are encouraged to participate in school - wide activities, including extracurricular programs, to foster a sense of belonging and community.

Who will access the The Jubilee Hub?

When making decisions* about the placement of children in The Jubilee Hub the following criteria will be taken into account:

- Is there a current EHCP?
- Has there been careful consideration, based on available evidence of their ability to cope and adapt in a mainstream setting.
- Is the gap in the child's academic, social, or emotional development increasing when compared to their peers?
- Is it too challenging to meet a child's needs in a mainstream classroom and does it compromise the learning of the child and that of their peers?
- Does the child have a specific learning difficulty or disability such as ASD, Speech, Language, and Communication Needs (SLCN), moderate to severe learning difficulties etc.
- How would the current dynamics of The Jubilee Hub be impacted by the placement of another pupil.
- Availability of physical space v the number of pupils already accessing The Jubilee Hub.
- Information from the Educational Psychologist regarding cognitive ability.

*The SENCO, Head teacher and The Jubilee Hub teacher will make the final decision about placement of a child into our additional needs base. Placements will be formally reviewed termly . Decisions for the following academic year will be made during the summer term.

Allocation of Resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The head teacher and the SENDCO meet annually to agree on how to use funds directly related to statements.

Monitoring and Evaluation of school provision

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers to adapt provision for children with SEND and in drawing up and maintaining records of provision. The SENDCO and the head teacher hold regular meetings to review the

work of the school in this area. In addition, the SENDCO and the named governor with responsibility for special needs also hold regular meetings.

2. Managing complaints

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

3. Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

4. Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

5. Publishing information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

1. Monitoring and review of policy

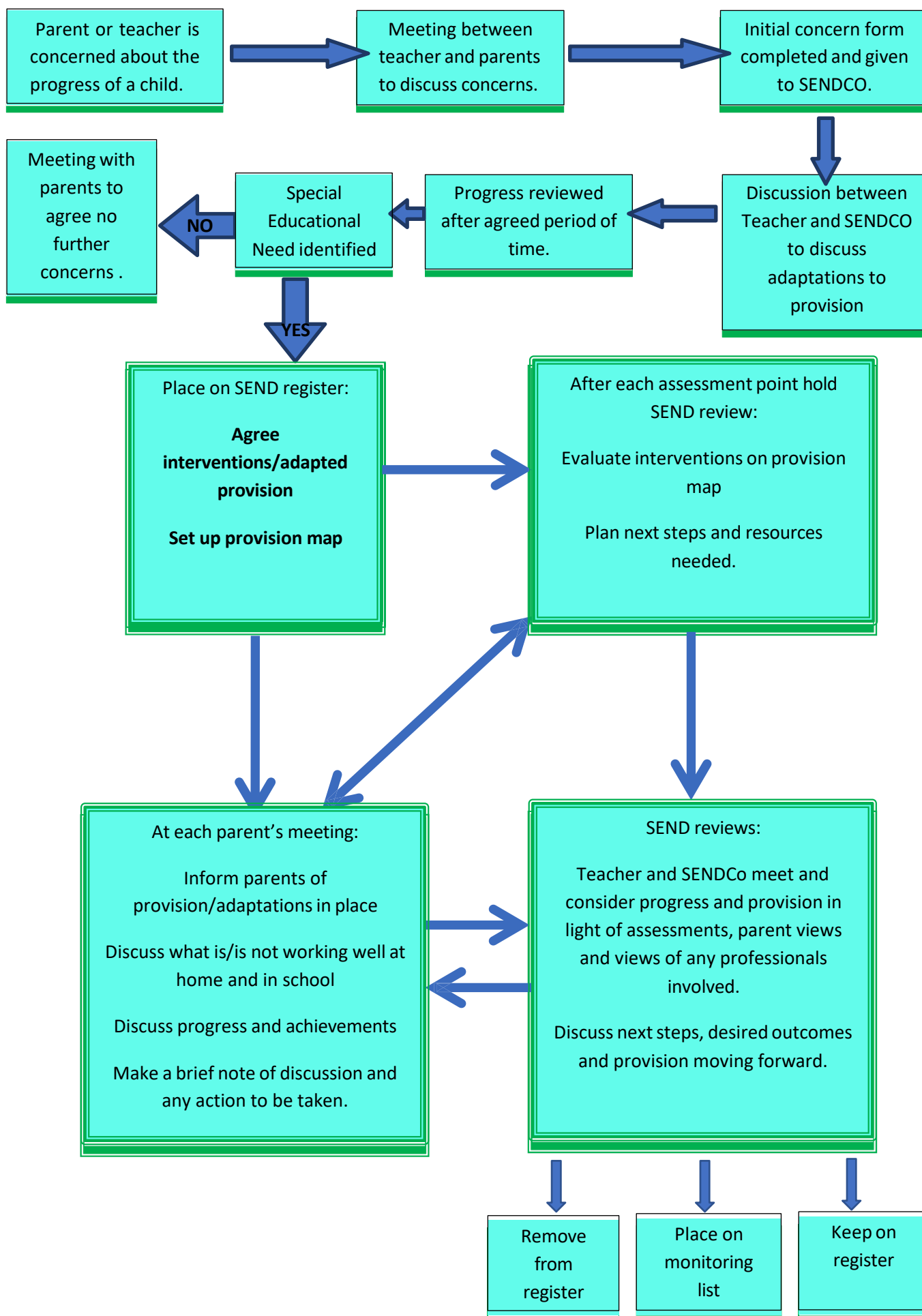
The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is July 2026.

Author	Rachel Kempster	Target group	All employees, Governors and volunteers
Issued	July 2026		
Approved by	Governors	Next review	July 2027

Appendix 1 – SEND Process – SEND support



My Safety & Support Plan *****

My Circle of Support

People who are important to me, my friends and the people who help and support me

Mum and Dad at home.

Mrs ***, Miss ***, Mrs ***, Mrs ***, Miss *** in school.

Primary Preventive Interventions

Getting to know me – Getting the right fit between my needs and my support

Precipitating Factors/Triggers/Background Factors

Internal and external factors which trigger or accelerate my risk or crisis behaviour

Secondary Preventive Interventions

What helps to manage my triggers; what helps to de-escalate my risk or crisis behaviour

Anxiety Level	Supportive Approaches
Defensive Level	Directive Approaches

Risk or Crisis Behaviour

Crisis behaviour which is likely to cause harm to self or other

My risk behaviours are:

Preferred strategies to minimise harm are:

Any necessary restrictive interventions staff may need to use include:

Post-Crisis Support

My preferred way of managing my emotions after a crisis event

Therapeutic Rapport	Tension Reduction
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Initial Concerns Checklist

Name				DOB			
Completed				Year Group		Class	
Attendance		EAL		INA	Date of Arrival		

Progress Summary – Progress made since KS1 or during KS1 in APS and any comments

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Progress Last Year

Progress this year

	Entry	Exit	Entry	Current Date:
Writing				
Reading				
Numeracy				

Areas of concern

Literacy

Consider: phonics reading of HFW spelling of HFW comprehension ORT level Letter formation
grammatical structure vocabulary attach copy of free writing if relevant.

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Numeracy

Consider: number recognition counting knowledge of number facts calculating shape and space
measure problem solving data handling

Behaviour for learning

Consider: concentration communication retention co-operation independence
engagement confidence self-esteem organisation self-control number of incidents
restorative contracts

Differentiation in place over time

What action has already been taken through curriculum differentiation to address the child's needs, ie modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

Differentiation	Impact – progress and inclusion

Parents/carers

Date concerns shared with parents/carers.

Signed _____

Parents' and pupils' perspective on child's strengths/additional needs

Summarise information from discussions

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Any other relevant information

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Outcome of meeting to consider placement on the school's SEND record

Agreed action

X	Action	Details
	Further assessment required	
	Further modification to teaching approaches	
	Extra provision at School Support	
	Request support from other agency	

Class teacher _____

Review date _____

SENCO _____

Date _____



Appendix 3 – Blank Provision Map

SEND Provision Map

Appendix 4 – Knowing Me Plan (Headings on these plans are adjusted to be specific to the needs of the individual)

Knowing Me Plan

Key Adults at home	Key Adults in school	Social Time	Rewards/ charts
My learning needs	Name: Class: SNAs:	Photo	Communication Needs
	Toilet		
Trips	Pupil voice:	Behaviour	Likes/ hobbies