



Anton Junior School

SEND Policy

September 2024_25

Coordinator Responsible for this policy in consultation with staff and governors	Kerri Culver Assistant Headteacher and SENDCo
Link Governor:	Claudine Tanner
Reviewed	Annually
Next Review	30/09/25
Linked Policies	Accessibility Plan, Admission Policy, Anti-Bullying Policy, Behaviour Policy, Complaints Policy, Intimate Care Policy, Supporting Pupils with Medical Conditions Policy

All children, whatever their individual needs, are entitled to experience a broad, balanced and ambitious curriculum and to have equal access to all the opportunities and activities provided at Anton Junior School.

Definition

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’ (SEND Code of Practice ~ Jan 2015).

At Anton Junior School we aim:

- to welcome children with SEND and meet their needs in a positive manner so that they achieve their best

- to monitor the progress of all pupils to facilitate the early identification of the needs of pupils with SEND

- to make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum

- to work with parents to support their family and their children

- to work with and in support of outside agencies who are supporting children with SEND

- to provide support and advice for all staff working with special educational needs pupils

- to create a school environment where pupils can contribute to their own learning

- to provide an inclusive education for all pupils with SEND and provide a supportive environment to alleviate barriers to learning by providing high quality teaching; differentiated for individual pupils

- to provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work with the SEND Policy

- to identify and address pupils’ needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school

- to make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they may experience because of their disability, as set out in the Equality Act 2010

- to encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEND can achieve their best

- to ensure that SEND is reflected in school policies, planning, monitoring and record keeping

- to develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate
- to ensure that transition is supported through our school and on to further education
- to ensure when children have an EHC plan, a child centered review takes place annually.

Class Teacher’s role and responsibilities:

The class teacher is the first point of contact for any concerns about a pupil. Class teachers, supported by the SENDCo, make regular assessments of progress for all pupils. These seek to identify pupils making significantly less than expected progress given their age and individual circumstances. Through further investigation, this may lead to the identification of a special educational need, which may be characterised by progress which:

- rate of progress is significantly lower than that of their peers starting from the same baseline
- unable to match or improve on their previous rate of progress
- unable to close the attainment gap between themselves and their peers
- widening attainment gap

(Section 6.17, SEND Code of Practice 2014)

The SENDCo’s role and responsibilities:

- the day-to-day operation of the Special Educational Needs policy
- coordinating provision for children with SEN
- maintaining the SEND register and overseeing records on all pupils with SEN
- alongside class teachers, liaising with parents/carers of children with special educational needs and disabilities
- contributing to the continuing professional development of staff (teachers and support assistants)
- liaising with external agencies.

Pupils with special educational needs are identified, needs determined and provision reviewed according to the Code of Practice 2015.

The Governor's role and responsibilities:

- Ensure a named Governor is responsible for SEND (Claudine Tanner)
- Have regard to the SEND Code of Practice 2014 when carrying out duties
- Have awareness of special educational needs at the school
- Monitor implementation of the policy through liaison with the SENDCo and other relevant staff.

Identification of SEND

Special educational provision should be matched to the child's identified need. The needs of a child outlined in the SEN Code of Practice cover 4 broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

In addition:

- Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND
- Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND
- Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

The SEND Register

SEN support

Children who require additional support will have a Support and Achievement Plan (SAP) which will support the specific needs of the children.

Education Health and Care Plan (EHCP)

An EHCP is only required for a small number of children who have been identified as needing SEND Support and this is done through a process of Statutory Assessment. This is after following what is referred to as the 'graduated approach to support'. The majority of children with SEND can be supported with additional help in school or with the expertise of professionals from other agencies. Schools follow a cycle of plan, do and review and work with supporting agencies to determine how best to support the child and meet their additional needs. If a statutory assessment is required, then

all the agencies involved contribute to the plan for the child. EHCPs emphasise the importance of services and families working together for the child.

All provision follows the assess, plan, do, review model, as recommended by the Code of Practice 2015.

Arrangements for full access to a broad and balanced curriculum:

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement says that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (SEND Code of Practice 2015)

- All children are entitled to full and equitable access to the National Curriculum and high-quality teaching.
- All efforts are made to overcome individual pupils' barriers to learning.
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress.
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task.
- A range of teaching styles are used to support equity in the classroom.
- The successes and achievements of all pupils are celebrated through the school's reward system which is also adapted for specific needs.
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued.
- A range of different organisational settings are planned to provide class, group, paired and individual work.
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

Staff Development and Training

At Anton Junior School, we place great importance in continual professional development, ensuring that staff have the appropriate training to support our children successfully. We are a Thrive school, work closely with the Primary Behaviour Service (PBS), Specialist Teacher Advisory service and Educational Psychologists. All these outside agencies provide training for all staff supporting areas such as Autism, Trauma, Behaviours that challenge and Communication and Interaction. We have one staff member qualified as an Emotional Literacy Support (ELSA) and are currently awaiting training for a second.

Use of External Support

We work closely with a wide range of external agencies and specialist providers, including:

Primary Behaviour Support (PBS)

Occupational Therapists

Educational Psychologists

Child and Adolescent Mental Health Services (CAMHS)

Speech and Language Therapists

Outreach from alternative provisions

Mental Health Support Team (MHST)

The school works in close co-operation with child health, social and education welfare services during formal assessment and when the school is providing for the child at any stage within the Code of Practice. Early Help Hub assessment may be offered to families who require additional support within the home. This will involve regular meetings with all agencies involved with the family to ensure that targets are being met and that the home environment is suitable.

Transitions with other schools

The school liaises with relevant staff on transition of all SEND children. Prior to a child with an EHC Plan transitioning to secondary or alternative provision, the feeder school will invite the SENDCo from the new school to attend the Annual EHCP Review if appropriate or organize a teacher Partnership Agreement meeting (TPA). All records kept for children, with or without EHCPs, are sent within the statutory period.

Admissions

As an inclusive school, our intake of children is governed by the policy for admissions. All new admissions to the school are coordinated by the Admin Team, who will ensure that any additional needs are followed up on sensitively and thoroughly. If there are any further concerns, the class teacher will discuss this with the SENDCo and meeting with the family may take place.

Facilities

Disabled parking is accessible in the car park and the school has a wet room and toilet. All the classrooms are on the ground floor and accessible in a wheelchair. Whilst the school does not have alternative provision, links with external agencies are maintained and where possible, extra resources will be provided or adaptations made.

Parents/Carers

We believe that having a strong partnership with parents/carers is key to supporting any child; the best results are achieved through an open and confident relationship where parents/carers' views are valued. Children on the SEND register benefit from four Support and Achievement planning meetings per year, which parents are invited to attend, this will also be attended by the class teacher, and occasionally the SENDCo. If a parent/carer has a concern at any time, we would encourage them to contact the school; the first point of contact should be the child's class teacher, if they are unable to resolve a query then they will raise this up to the SENDCo, or SLT.

The school's SEN Information Report can be accessed through the school website. A copy of the Hampshire Local Offer can be found on: http://www.hantslocaloffer.info/en/Main_Page

In addition to support provided by school, external agencies, such as SENDIASS, are available to support parents.

Removal from the SEND Register

If it is judged that the child's progress is in line with expectations and has the capacity to continue in this trajectory, then a decision may be made to remove the child from the SEN register. Parents will be involved in the making of this decision.

Complaints Procedure

In accordance with Hampshire County Council Complaints Procedure, if any parent/carer feels unhappy with provision for special educational needs, they should in the first instance approach the school. If any complaint about the provision for special needs is brought to the class teacher, it will be referred to the SENDCo and, if needed, it will then be directed to the Head Teacher. Following discussion with the Headteacher, if the complaint remains unresolved, parents/carers should write to the Chair of Governors, c/o Anton Junior School, who will consult with the school and, if needed, forward the complaint to the Governing Body.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following:

- Equality Act 2010: advice for schools Dfe (Feb 2013)
- SEND Code of Practice (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (June 2013)
- Keeping Children Safe in Education (September 2022)