

WHITEHEATH JUNIOR SCHOOL



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Opportunity, Confidence & Growth

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Written by	Updated on	To be reviewed
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Mission Statement

Whiteheath Junior School is a vibrant, forward looking and confident school which aims to create a secure, caring, working atmosphere in which your child can be educated to their full potential.

At Whiteheath Junior School we welcome children with special educational needs and disabilities as part of our community and we aim to ensure that all children have an equal opportunity to develop their abilities.

1. AIMS:

- To provide an environment in which every pupil is respected and valued for their personal contribution to the school
- To provide each pupil with equal access to the National Curriculum, considering their individual needs
- To identify and assess individual needs so that staff may differentiate and personalise the curriculum in order to meet the child's needs more effectively
- To communicate and work closely with parents in supporting their child in school
- To provide quality first teaching for all children
- To involve the child in achieving their goals
- To monitor and review termly individual needs and provision, to ensure appropriate progression is taking place.

To meet these aims the school has an appointed SENDCO who ensures that support is available for parents, staff and pupils. The SENDCO works closely with the Headteacher, Assistant Headteachers, staff, parents, pupils and external agencies. The SENDCo has completed the National SENDCO Award qualification. The school has elected a Governor responsible for special educational needs and disabilities who liaises with the SENDCO. The SENDCo produces a report for the governors termly.

2. SENDCO

The SENDCO is responsible for the implementation of the policy within the school, but teachers are responsible for the children with SEND needs within their class. To support the school in its aims the SENDCO should:

- Be available to offer advice and support to all staff
- Identify concerns and assess children's needs
- To work with class teachers to carry out and Assess, Plan, Do and Review cycle their progress and support
- Liaise with outside agencies
- Meet with parents to share their child's School SEND Learning Plans and targets
- Maintain contacts with parents
- Keep individual SEND records up to date
- Support teachers in updating and reviewing School SEND Learning Plans and targets
- Maintain a list of all children with SEND as laid down in the Special educational needs and disability code of practice: 0 to 25 years January 2015
- Arrange for in-service training where necessary
- Liaise with SEND Governor and keep Governor informed of developments.

3. ADMISSION ARRANGEMENTS

Transition

Infant transfer - liaison takes place during the Spring and Summer Terms prior to transfer to ensure that appropriate provision can be made for children already identified as having SEND. Provision may take the form of special resources, additional visits or additional support.

Year 6 transfer – liaison takes place in the Summer Term prior to transfer to ensure that appropriate provision can be made for children already identified as having SEND. Provision may take the form of special resources and additional visits.

Transfer from other schools

Admission arrangements will be carried out according to DfE requirements. If a pupil's needs have already been identified arrangements will be made to ensure the child's needs are met at Whiteheath.

4. ACCESS TO SCHOOL BUILDINGS

Part of the school is a double storey building with the majority of the classrooms being on the ground floor. In addition, there are mobile classrooms in the playground which are normally occupied by Year 6. There are no other steps to negotiate around the school,

which means the main areas (apart from those on the first floor) are readily accessible to children with mobility difficulties.

5. ALLOCATION OF RESOURCES

We are allocated funds annually, which are based on the proportion of children identified as having SEND. In addition, the Local Authority Special Educational Needs and Disability Services may provide additional funding for children that have been awarded an Education Health and Care Plan (EHCP) or Early Support Funding.

6. IDENTIFICATION AND ASSESSMENT

The Special educational needs and disability code of practice: 0 to 25 years January 2015 defines that:

- 1) A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- 2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has significantly greater difficulty in learning than the majority of the same age, or has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The four broad **areas of need** defined by the Code of Practice are:

- (1) Communication and Interaction
- (2) Cognition and Learning
- (3) Social, emotional and mental health difficulties
- (4) Sensory and/or Physical needs

Identification of need can be carried out by:

- Teacher assessment
- Formal and informal testing
- Classroom observations
- Monitoring
- External agencies

7. SCHOOL CONCERNS

At this stage the teacher is concerned that a pupil is not making the progress expected, or is showing signs of need as defined by the Code. The **Class Teacher** will:

- Provide differentiated and personalised work and use in-class support (which may include resources, learning aids and deployment of teaching assistants)
- Gather information about the child's needs and make an initial assessment using the SENDCO if necessary and begin Assess, Plan, Do, Review Cycle
- Inform Parents of action taken
- Monitor and review progress, keeping SENDCO informed

8. SCHOOL SEND SUPPORT

The trigger for intervention at **SEND Support** level is that a child who has already received the school's usual differentiated curriculum and quality first teaching, has made little or no progress in the targeted areas.

The Year Group Leader and SENDCO take responsibility for co-ordinating the child's provision, (**Assess, Plan, Do and Review**) in liaison with the Class Teacher.

Strategies employed to enable the child to make progress are now recorded on a **Learning Plan**, which will include:

- Areas of need
- Provision
- Who the support is delivered by
- SMART outcomes
- Specific evaluations

Both parents and the child should be aware of the desired outcomes and support provided.

A decision will be taken at review to seek external advice and parents will be advised about the action that is proposed.

The SENDCO continues to take a leading role, working closely with the child's teacher and sharing responsibility with external specialists who will, after considering school records of strategies used so far, offer advice on new targets or approaches for the child.

A '**My Support Plan**' may be written in consultation with parents and other professionals to monitor and assess the progress and targets set for the child and will be reviewed regularly.

9. EARLY SUPPORT FUNDING (ESF)

A Team Around the Child meeting is arranged at least annually for pupils in receipt of Early Support Funding. A decision for reapplication of funding is made along with review of targets and Assess, Plan, Do, Review evaluations.

10. EDUCATION, HEALTH AND CARE PLAN (EHCP)

In some cases, the conclusion may be reached that the school cannot meet the child's needs within the School SEND Support resources. When a child's needs are complex, extra funding is deemed necessary for the child to make progress. The school, after consulting with and gaining the parents' permission, may initiate an application for EHCP statutory assessment or Early Support Funding application.

As part of this assessment the LA will require:

- *'Evidence of work in partnership with a range of agencies to support pupils at SEN Support. These may include: the Educational Psychology Service, Outreach from Hillingdon specialist provision, Behaviour Support Team, Speech & Language Therapy Service, Occupational Therapy Service, Child Development Centre, Social Work Team.*

Advice and recommendations from such agencies should be followed and implemented using the "Assess, Do and Review" cycle of actions.'

The LA will then take into consideration:

- *Guidance indicators relating to educational attainments and behaviours for learning*
- *The seeking and implementation of advice from specialist external agencies*
- *The reasonable adjustments which have been made in terms of resources, access and support arrangements*
- *The further assessments providing evidence of complex needs*
- *Efficacy of setting interventions*
- *Areas of difficulty*
- *Progress over time*

When the formal assessment is completed the LA will decide whether to issue an Education, Health and Care Plan (EHCP).

When a child has an Education, Health and Care Plan the school must convene an Annual Review. The principal purpose of the Annual Review is to review the pupil's progress toward meeting the outcomes in the objectives/outcomes in the EHC Plan and the targets set at the previous review. Progress on outcomes in all relevant categories - education, health and social care - should be reviewed. The school will invite all parties concerned with the child to attend.

11. EVALUATING SEND POLICY

Criteria used in evaluating the effectiveness of our policy are:

- Pupil's sense of achievement and self esteem
- Impact of Quality First Teaching on the child's progress
- Movement of children on the SEND list
- Successful reviews of desired outcomes
- Standardised test results
- Well-being of pupils with SEND
- Collaboration with parents
- Collaboration with other settings for the transfer of pupils

12. STAFFING POLICY

The school's Continued Professional Development (CPD) schedule will include SEND training and updates on a regular basis. The training will be linked to the School Development Plan and the identification of aspects of SEND policy and provision highlighted through liaison with staff and current pupil need. It is the responsibility of the SENDCO to familiarise ECT's (Early Career Teacher) with procedures, policies and material.

Teaching Assistants support pupils in class under the direction of the class teacher. Support staff will receive training from curriculum leaders, external specialists and the SENDCO.

13. PARTNERSHIP WITH PARENTS/CARERS

We encourage parents to be involved in classroom activities and ask for their support with any homework set. Parents of Infant children who are transferring to Key Stage 2 are invited to meet their new teacher prior to transfer, where they may share any concerns. The SENDCO also invites parents of Infant school children with SEND to a meeting to inform them about SEND support in the Junior School. The SENDCO attends Annual Reviews of children in Year 2 prior to transfer to the juniors in order that the school is well prepared for the needs of Year 3 children with SEND. When pupils transfer to Key Stage 3, liaisons and meetings with parents and SENDCOs are arranged. Additional visits are available and SENDCOs from the new setting are invited to the final Annual Review meeting.

Parents who have concerns about their child's progress will initially contact the classteacher who will then monitor the child and if necessary refer the concerns to the SENDCO.

14. USE OF SUPPORT SERVICES

The following external agencies are used by the school:

Speech and Language Therapy Team (SALT)

Early Help Team

SEND Advisory Service (SAS Team)

Sensory Team

Behaviour Support Team

Educational Psychologist (who may be consulted at any stage)

Local Authority's Inclusion Team
Occupational Therapists (OT)
Visual Impairment Team (VI)
Hearing Impairment Team (HI)
Children and Adolescent Mental Health Service (CAMHS)
Centre for ADHD and Autism Support
Hillingdon Autistic Care and Support

15. COMPLAINTS PROCEDURE

Following school policy, any complaint regarding provision for SEND children should be discussed with:

- The class teacher in the first instance
- The SENDCO
- The Assistant Headteacher/Headteacher
- Governor for SEND
- LA SEND personnel