Holmer Green First School and Pre-School
SEND Policy

This policy complies with the statutory requirement laid out in the January 2015 SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE (February 2013, reviewed June 2015)
- SEND Code of Practice 0-25 (January 2015, reviewed September 2024)
- Schools SEN Information Report Regulations (July 2014)
- Statutory Guidance on supporting pupils at school with medical conditions (September 2017)
- Early Years Foundation Stage Statutory Framework (July 2026)
- Keeping Children Safe in Education (September 2026)
- Working Together to Safeguard Children (March 2026)
- The National Curriculum in England (July 2014)
- Child Protection Policy
- Accessibility Plan
- Teacher's Standards (June 2013)

This policy has been created by the school's Inclusion Leader with the Inclusion Governor and in keeping with the spirit of current reforms has drawn on the views of all staff, and parents/carers of pupils with SEND.

School Contacts

Inclusion Leader	Jackie Trattner	01494 712050
Head Teacher	Gillian Jones	01494 712050
Inclusion Governor	James Paterson	01494 712050
Chair of Governors	John Hobson	01494 712050

Definition of SEND
The school has adopted the Special Educational Needs and Disability Code of Practice (0-25 years) 2015 definition of SEND as:

"A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them."

A child has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders a child from making use of educational facilities provided for other children of the same age in a mainstream school.

A disability is defined as: a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities, this includes children with long term medical conditions.

SEND Values
At Holmer Green First School and Pre-School, we believe that SEND is everyone's responsibility. Holmer Green First School and Pre-School is committed to providing a quality education for all pupils, including those with SEND, and values all children equally. We believe that all children have individual needs, strengths and talents, which should be met through an inspirational school curriculum and high quality teaching which allows each child to work at their own level and pace. In order to achieve this, some children will require additional support or challenge in school.

We strive to remove any barriers to learning which could hinder or exclude individual pupils. We believe that all children should feel safe and valued in school and we work hard to eliminate prejudice and discrimination. We support the development of the whole child, whilst valuing and celebrating the many and varied abilities displayed by all children.

Our teachers, teaching assistants and learning support assistants work with all children including those with SEND.

Our over-riding aim is that children with SEND should be confident and develop a positive self-image. We aim that they will make at least expected progress given their different starting points and work to close the gap between them and their peers.

Aims of SEND Provision

- To ensure our pupils with SEND are confident and develop a positive self-image.
- To raise the aspirations of children with SEND by focusing on long term outcomes developed with parents and children.
- To ensure our pupils with SEND make as much progress as possible in all areas of their development academically, socially, physically and emotionally. Our work with SEND children is outcome led.
- To provide children with SEND quality first teaching so that they feel part of a class and the school.
- To fulfil the requirements of the SEND Code of Practice 2015.

Objectives

- Identify and remove barriers to learning and participation.
- Provide appropriately to meet a diversity of needs.
- To adopt a child centred approach by finding out, and working towards, the hopes and dreams of children with SEND and those of their parents. This will result in outcome led provision rather than just focusing on hours of support and individual programmes.
- Recognise, value and celebrate pupils' achievements.
- Work in partnership with parents/carers in supporting their children's education.
- To provide advice and support for all school staff working with pupils with SEND.
- To communicate clearly with pupils, parents and children regarding SEND issues.
- To meet the individual needs of children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs.
- To make reasonable adaptations and adjustments to provision and premises to enable children with SEND to be fully included in our school.
- To ensure a teacher is identified as having responsibility for children with SEND and that this person has the necessary training, qualification and experience to be effective in this role as Inclusion Leader.

Identifying SEND
The purpose of identifying children with SEND is to work out what action the school needs to take to meet a child's needs. Children's special needs will usually fall into one or more of the following 4 categories:

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

When identifying SEND, the school considers the needs of the whole child and not just their special educational needs. The school uses a range of methods to identify children with SEND including:

- Parents and carers are encouraged to share concerns they have with the school at the first opportunity. This may be before their child begins formal schooling, when they are choosing a school for their child, or while their child is a member of our school.
- The school shares information with pre-schools and other settings children have attended by meeting with staff, visiting the setting, sharing plans and programmes.
- Teachers and support staff observe and assess children continually while they are teaching and live marking work so that they are quick to notice children who are experiencing difficulties with work or making slower than expected progress. They then change and adapt work to ensure children are able to make progress.
- Our monitoring of termly progress identifies all children's current level of attainment and the amount of progress they are making using National Curriculum year group objectives and EYFS Development Matters levels. Pupils may be identified as having SEND if limited progress is being made, if a pupil's level of attainment is low in comparison to the expectation for their age group, or if progress differs significantly in one specific area of the curriculum.
- Reports from other professionals e.g. specialist teacher, paediatrician, speech and language therapist, CAMHs etc.

As a school we recognise that there are other factors that can negatively impact on a child's progress and attainment and these need to be considered and addressed separately and do not fall under the remit of this policy. These factors include:

- Attendance and punctuality.
- Health and welfare.
- Disability.
- English as an additional language.
- Specific home circumstances e.g. being a looked after child.

The Graduated Approach to SEND Support

In line with Buckinghamshire Council we use a Graduated Approach to identify pupils with SEND and match provision to their needs and as a school we have found it helpful to consider SEND through 4 graduated stages:

- Concern stage.
- Seeking advice stage.
- On-going outside agency support stage.
- Statutory assessment and in receipt of an Education, Health and Care Plan.

At all stages, teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff.

Children can move through these stages in either direction depending on the progress they are making based on robust assessment processes.

Assessment Procedures in School
All children deserve to have their achievement and progression recognised.

The school uses Tapestry and Insight to assess pupils progress towards and through the National Curriculum and Early Years Framework. All teachers monitor and review pupil progress using the school's assessment procedures. In order to ensure accurate assessments are made, teachers moderate and standardise samples of pupil's work within year group (on-going), across the school (termly), with local schools (termly) and across the local authority (annually).

Underachievement is identified as early as possible through teacher assessment and additional standardised and diagnostic tests may also be used. Pupil progress is monitored and reviewed termly.

The school's reward scheme of stickers, housepoints, certificates and NED assemblies (for children who never give up, encourage others and do their best) contribute to raising self-esteem and motivation.

Concern Stage
When a class teacher and/or the Inclusion Leader identifies that there are concerns about a child's level of attainment or progress they then implement interventions that are additional or different from those provided as part of the school's usual modified curriculum. These concerns and interventions are discussed with parents at our termly parent/teacher confidential discussion meetings, although separate meetings may also be arranged at mutually convenient times.

Common triggers for intervention are when a pupil:

- Makes little or no progress even when high quality teaching has included appropriate modification targeted to a child's individual needs.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Shows persistent emotional or mental health difficulties which are not amended by the behaviour management techniques usually employed in the school.
- Has sensory, co-ordination or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a modified curriculum.

The class teacher is responsible and accountable for the progress of children in their class. They work with each child on a daily basis and plan and deliver individualised programmes. In consultation with parents, additional interventions will be planned and these are recorded on a Class Provision Map. Often our skilled teaching assistants deliver these interventions either individually or within a group with oversight of the class teacher. These may take place outside the classroom at various times during the school day. However, these activities must not jeopardise the child's right to a broad and balanced curriculum.

Parents are asked to support and reinforce these activities at home. The provision must be flexible and relevant to the needs of the child and promote self- esteem.

The Inclusion Leader monitors and reviews progress through discussions with the class teacher, teaching assistant and learning support assistant, looking at progress data, and reviewing provision maps once a term.

Seeking Advice Stage
If the child continues to make less than expected progress then the class teacher discusses this with parents at a specifically arranged meeting and suggests seeking specialist advice.

The school actively seeks help and advice from a range of specialist professionals. These professionals are able to provide advice and guidance on appropriate individual programmes and inclusion strategies, as well as assisting with the identification and assessment of pupils' individual needs.

Advice clinics – Speech and Language (SALT), Occupational Therapy (OT), Educational Psychologist (EP), Mental Health Nurse, Team Up Meetings and Child and Adult Mental Health (CAMHs)
If the interventions recorded on a provision map are not successful and progress continues to be slow then the school actively seeks advice from a range of professionals. Speech and Language, Occupational Therapy and Mental Health Team virtual advice clinics are available to offer advice for individual pupils. Parents are informed that further advice is being sought. If an observation is to take place or a child is to be discussed by name, then parents will be asked to give formal permission and consent for the consultation to take place.

Teachers discuss individual children at these clinics with the visiting professional and put in place the advice given by devising a Support Plan (see below).

Other Professionals
Following discussion with parents the school can also make referrals to an Educational Psychologist, Community Paediatrician, Specialist Teaching Service and our local Pupil Referral Unit. Initially these professionals will offer advice as to strategies to try, or set up programmes for us to follow.

Special Needs Support Plans – SEND Register
At this stage children are placed on the SEND register and the class teacher draws up a Special Needs Support Plan in discussion with the Inclusion Leader and parents. The views of pupils are gathered in an age-appropriate way through approaches such as simple questionnaires, drawings, photographs, and observations, supported by Widgits. These are shared at review meetings to ensure that the child's perspective informs planning and provision.

The plan will also include:

- Teaching strategies to be used.
- Provision to be put in place.
- When the plan is to be reviewed.
- Parental support at home.
- Progress in terms of National Curriculum and the Early Years Framework or Pre Key stage levels.

Our Special Needs Support Plans are devised by a child's class teacher in discussion with the Inclusion Leader. Although we have three set review times a year the provision should be changed and adapted in the light of each child's on-going individual learning – if something is not working it should be changed before the regular review date. Equally, if a child progresses beyond the scope of the target then they should be moved on to the next thing they need to learn.

Each term the existing plan is reviewed, progress is quantified and next steps identified by the class teacher. At this point it may be decided that a Special Needs Support Plan is no longer needed or a new plan will be written. This will draw on those strategies that have been successful or change interventions where progress has been limited.

The reviewed and new plans are scrutinised by the Inclusion Leader to ensure:

- Plans are effective in bringing about progress.
- An appropriate number of targets are identified.
- Targets are specific, measureable, tightly focused and timed.
- Ineffective strategies are not repeated.
- Recognised programmes are used.
- Adequate time is provided
- Specialist advice is implemented

Each class has a teaching assistant who is available for implementing the provision outlined on the support plan. If additional time is needed then this is discussed with the Inclusion Leader. The school expects to provide the minimum necessary to ensure the pupil makes at least expected progress.

On-going Regular, Structured Support often with Outside Agency Support Stage
In consultation with parents, children who do not make expected progress through the interventions listed above will have their support plan increased.

The school funds support up to a designated amount a year. This funding may be used to provide additional learning support assistant time, purchase equipment, provide specialist training or buy in external advice e.g. from the Educational Psychologist. It also covers release time for staff to attend meetings etc.

Education Health and Care Plan/Assessment
A request for a statutory assessment is made by the school when on-going agency and high levels of individual support do not result in the child making adequate progress. This will involve the Inclusion Leader completing an Education Health Care Needs Assessment form and providing supporting evidence usually from specialist professionals as well as the school's internal records.

Parents are fully involved in this process by providing information in the child's story including their history, views, interests and aspirations. Children complete an "About Me" page which includes their views of what is important to them, how best to support them and what people admire about them.

If a request for assessment is agreed by the Local Authority then reports from a range of professionals will be requested and these will be considered by the Local Authority. An Education Health and Care Plan is provided by the Local Authority following a review of the child's needs and level of learning difficulty by a panel. It will state the child's specific needs and the appropriate provision required to support those needs.

Exiting the SEND Register
Children can move in either direction between the stages above. Where a child makes good progress and closes the gap between their attainment and that of their peers their support plan will be reduced. When a child is working at an age appropriate level it will be agreed with the parent that a support plan is no longer needed and the child will be removed from the SEND register. This decision will be recorded on their final support plan. The child's on-going learning needs will then be met by the modified quality first teaching provided to their class.

Supporting Pupils with Medical Conditions
The school recognises that pupils with medical conditions should be properly supported so that they have full access to all aspects of education and the school makes reasonable adjustments to ensure they are fully included in all school events e.g. educational visits, sports day etc.

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 children with medical conditions may also have special educational needs and may have an EHCP which brings together health and social care needs as well their special educational provision. The SEND Code of Practice (2015) is followed.

Further details of how the school supports children with medical conditions can be found in our Supporting Pupils with Medical Conditions Policy which can be found on our website.

Monitoring and Evaluation of SEND Provision and Practice
The school knows that to be effective, SEND provision and practice needs to be continually evaluated so that strengths can be built on and any deficiencies rectified. All interventions are monitored by the Inclusion Leader to ensure they are effective and have an impact on raising attainment. The methods we use to evaluate our SEND provision include:

- Reviewing children's progress using Insight.
- Lesson observations and observations of programme delivery.
- Discussions with pupils and parents.
- Records kept by support staff.
- Provision maps, support plans and EHC plans are reviewed termly by class teachers and scrutinised by the Inclusion Leader each term or earlier if the intervention is not working.
- Data analysis and progress tracking with termly reports to the Governing Body comparing the progress of our children with SEND to the national averages.
- Performance management processes for teachers and support staff.
- Regular evaluative visits by the Inclusion Governor.
- Outside audits by advisors and Ofsted etc.

Training and Resources
In order to maintain and develop the quality of teaching and provision for SEND pupils all staff are required to undertake training and development which includes:

- All staff receive induction training on taking up a post and this includes information about the school's SEND provision and practice and includes an overview of systems and structures used by the school.
- Training will be provided for staff as identified as part our on-going school self-evaluations which include robust staff appraisal/performance management systems.
- Staff working with children with particular needs will attend training relevant to that child e.g. Paediatric Moving and Handling, Makaton, Down Syndrome, Non-Verbal etc.
- Staff have the opportunity to observe each other and share successful practice.
- The school's Inclusion Leader regularly attends local SEND networking meetings to keep up to date with local and national developments and best practice.

Resources

The school receives delegated funding for SEND according to the criteria decided by the local authority and this funding is clearly identified in the budget share. The majority of this funding is used to employ support staff. It is the support staff who deliver individual programmes and interventions as well as supporting quality first teaching and effective modification. These staff are also funded in part by the main budget share.

If any individual has a need for specialist equipment or facilities the Inclusion Leader will be happy to discuss this and liaise with the local authority's SEND department and the specialist teaching service.

The school allocates an annual budget to buy in specialist advice as well as for the purchase of low cost access items such as writing slopes, disc 'o' sit cushions, specialist programmes etc.

The strategies and approaches used to support children with SEND across the school are outlined in our Inclusion Strategy document. This document provides further detail about the range of provision, adaptations and support available to meet the individual needs of our children and promote their inclusion, participation and progress.

Roles and Responsibilities

The Governing Body should:

- Have regard for the Code of Practice when carrying out duties towards all children with SEND.
- They should ensure that the necessary provision is made for pupils with SEND.
- In co-operation with the Headteacher and the Inclusion Leader they should determine the school's general policy and approach to provision for children with SEND.
- They should ensure that teachers are aware of the importance of identifying and providing for those children with SEND.
- They should ensure that funds are available for staff training as necessary.
- They should ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- They should ensure that pupils with SEND are included as far as possible in the activities of the school and with other children.
- They should ensure funds are available to enable the school to meet the needs of children with SEND.

Role of Inclusion Governor

- Have an awareness of SEND provision in school through school visits, observations and regular meetings with the Inclusion Leader.
- Attend governor SEND forum to update knowledge.
- Act as a champion for SEND children in the school.
- Review the progress of children with SEND.
- Report on SEND provision at each Local Authority Clerked Governors meeting.

Role of Support Staff

- Implement interventions as listed on Provision Maps and Support Plans.
- Keep records of every time they work with SEND children on Insight.
- Contribute to termly reviews of Provision Maps and Support Plans.
- Attend training.
- Attend and participate in annual review meetings for children they are supporting.

Role of Teachers

- Monitor progress of children in their class through observations and assessments.
- Adapt lesson plans, environments and resources.

- Create, implement and revise individual support plans and their class provision map.
- Oversee support staff delivering interventions.
- Discuss support plans and concerns with parents.
- Attend training.
- Attend and participate in annual review meetings for children in their class.
- Discuss any concerns or changes in pupils with Inclusion Leader.

Role of Inclusion Leader

- Discuss specific children with teachers and support staff.
- Arrange and lead annual review meetings.
- Attend training.
- Monitor interventions being delivered and impact on individuals progress.
- Monitor pupils progress and data.
- Attend pupil progress meetings with the Headteacher.
- Liaise with external agencies.
- Complete referrals for individual children.
- Attend SENCO liaison meetings regularly.
- Update policies.
- Meet with Inclusion Governor each term.
- Organise and attend meetings with external agencies.
- Complete EHCNA applications.

The Inclusion Leader has achieved the statutory SENCO qualification (National Award for SEN Coordination, awarded on 09/08/2019). As required by law, the SENCO is a qualified teacher and is a member of the school's senior leadership team. The Inclusion Leader has day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs).

The Inclusion Leader provides professional guidance to colleagues and works closely with staff, parents, and other agencies. They monitor interventions being delivered across the school to ensure that they are well implemented, evidence-based, and regularly reviewed. The Inclusion Leader also liaises with external professionals, attends SENCO network meetings, and ensures that the school's SEND provision aligns with statutory guidance and best practice.

Any future appointment to the role of Inclusion Leader/SENCO who does not already hold a recognised SENCO qualification will be required to enrol on and complete the mandatory SENCO national professional qualification (NPQ) within three years of their appointment, in line with statutory requirements.

Other related staff responsibilities

The Headteacher is the Designated Safeguarding Lead and the Deputy Headteacher, Inclusion Leader and School Administrator are Additional Safeguarding Leads. The school is very conscious of the higher incidence of abuse for children with SEND and are particularly concerned to safeguard these vulnerable children.

In consultation with the Headteacher, the designated First Aiders are responsible for managing children's medical needs in school.

The Headteacher and the Governing Body are responsible for managing all funding related to SEND.

Storing and Managing Information
All SEND and safeguarding records are stored securely. SEND records are retained until the child's 25th birthday. All SEND records are stored electronically using CPOMS. Any paper copies of pupil SEND records are scanned and securely uploaded to CPOMS under the SEN category. Once scanned, paper copies are either returned to parents/carers or securely disposed of in accordance with the school's data protection procedures.

When a child transfers to another school, all relevant SEND information is securely transferred to the receiving school using CPOMS. Once the transfer has taken place, confirmation is retained on the CPOMS system.

Accessibility
The school has a strong record of successfully including children with a range of special needs and disabilities in the school. These have included partially sighted, hearing impaired and children with ASD and ADHD. The school celebrates difference and appreciates how much working with children with specific needs enhances the education of all our children.

Special events e.g. educational visits, Christmas plays and sports days are planned and adapted to make them appropriate for children with SEND to be part of and enjoy. This may include planning a different visit if the usual one is inappropriate to a child's particular SEND needs.

The school benefits from a flat site and is fully wheelchair accessible. There is also a disabled toilet that meets current requirements. Recent other adaptations have included:

- Staff have received training on including children on the ASD spectrum and with Down's Syndrome in the mainstream class.
- We have developed a dedicated sensory room to provide children with a calm, safe space where they can regulate, access sensory resources and develop strategies to support their emotional wellbeing and readiness to learn.
- We have installed ramps around the school to improve physical accessibility and ensure that children with mobility needs can access all areas of the school safely and independently.
- Sensory trolleys are available across the school, providing easily accessible sensory resources and equipment to support children with their sensory and regulation needs within their classrooms and across the school environment.
- We have created calming dens in all classrooms, providing children with a safe and quiet space to regulate their emotions, manage sensory needs and access appropriate resources when they need time away from the classroom environment.

The school has a clear accessibility plan which aims to continually improve staff skill levels through regular training. This plan can be found on our website.

Comments, Compliments and Complaints
If a parent wishes to make a comment, compliment or has concerns about any aspect of their child's SEND provision then they should contact their child's class teacher in the first instance by:

- Writing a note in the child's Jungle Book.
- Talking to the teacher at the end of the day when the teacher is in the playground.
- Phoning or emailing the school to a arrange a meeting.

Teachers are very happy to arrange meetings with parents at mutually convenient times to discuss any concerns they have.

If parents continue to be concerned then they can make an appointment to meet with the Inclusion Leader or Headteacher to discuss concerns or worries. At the end of this meeting parents should be clear of any action the school will be taking.

If the matter is still not resolved to the parent's satisfaction then they need to follow the formal complaints procedure which can be found on the school's website.

Bullying
The school has a separate Anti-Bullying Policy which can be found on our website. The school does not tolerate any form of bullying and reports and deals with any incidents of bullying swiftly by involving the parents of both aggressor and victim. We also have a Prejudice Related Incident Policy and supporting forms that are used, monitored and followed up if any incident was to occur. This reflects the conditions under the Equality Act 2010.

We are very conscious that children with SEND are more likely to experience bullying than their peers. To this end we have a strong ethos of celebrating difference. We also take the time to explain to children specific SEND needs and how they can help. This may be to a class group or through assemblies to the whole school.

Other Related Policies and Documents
The following documents can be found on our school website or will be provided on request through the school office:

- Child Protection Policy
- SEND Policy
- Anti-bullying Policy
- Holmer Green First School and Pre-School Local Offer
- SEND Annual Report
- Accessibility Plan
- Managing Medical Needs in School
- Assessment Policy
- Prejudice Related Incidents Policy

The school publishes its SEN Information Report on the school website, which links to the Buckinghamshire Local Offer. This report is reviewed and updated at least annually, approved by the Governing Body, and written in a clear and accessible way for parents and carers.

Useful Contacts
- SEND team https://familyinfo.buckinghamshire.gov.uk/send/get-started-with-send/send-support-services/
- Specialist Teaching Service https://tradedservices.buckinghamshire.gov.uk/our-services/send/specialist-teaching-service/
- Educational Psychology https://schoolsweb.buckinghamshire.gov.uk/send-and-inclusion/send-service/buckinghamshire-send-service/educational-psychology-service/
- Speech and Language Therapy https://www.buckshealthcare.nhs.uk/cyp/therapy/speech-and-language-therapy/
- Occupational Therapy www.buckshealthcare.nhs.uk/childrenandyoungpeoplesot/
- Bucks SEND IAS (Information, advice and Support for parents) https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/
- NASEN www.nasen.org.uk
- Family Information Service

https://familyinfo.buckinghamshire.gov.uk/
(All Buckinghamshire Council documents and information relating to SEND can be found here)

Policy Review

The Inclusion Leader reviews this policy annually and presents any updates to the Governing Body. The Governing Body formally approves the policy each year and receives regular reports on SEND provision and pupil outcomes.