



# HOBLETTS MANOR JUNIOR SCHOOL SEND POLICY

This policy has been produced in line with the SEND Code of Practice 2014 and aims to ensure we recognise and support the needs of all children in our school with Special Educational Needs or disabilities. The policy is regularly reviewed and updated in line with government guidelines and changes in school practice.

## Special Educational Needs and Disability (SEND)

Some children have special educational needs or disabilities that could create a barrier to learning.

The Code of Practice 2014 - Special Educational Needs and Disability (SEND) Code of Practice defines SEN as:

*A child or young person has **SEN** 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 they:*  
*Have a significantly greater difficulty in learning than the majority of others of the same age; or*  
*Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream institutions.*

Children are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The needs of children with SEND are grouped into four broad areas. Children can have needs that cut across more than one area, and their needs may change over time.

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

## Aims

At Hobletts Manor Junior School we believe in equality of educational opportunity and aim to provide an inclusive curriculum and environment that meets the needs of all our children by:

- Ensuring children's Special Educational Needs and disabilities are identified promptly.
- Making appropriate provision to help overcome any barriers to learning and ensure children have full access to a broad and balanced curriculum and school activities.
- Communicating and working with parents/carers to gain a better understanding of their child, involving them in all stages of their child's education.
- Encouraging and supporting children to be involved in their education
- Working with outside agencies when more specialist help is needed
- Regularly monitoring the progress of all children
- Supporting children to make a successful transition to and from other educational establishments

## Roles and Responsibilities

The Inclusion Co-ordinator (INCO) is Claire Short.

The governor who is responsible for overseeing special educational needs and liaising regularly with the INCO is Helena Marks-Dwyer

## SEN Information Report

The school publishes a SEND information report on our website, which sets out how this policy is implemented in school. This information report is updated at least annually.

## Graduated Response

The Graduated Response consists of a four-part cycle of action - Assess, Plan, Do and Review. After assessment, we may decide to provide a child with SEN support. We will then formulate a tailored plan of support in conjunction with children and parents/carers. This will set out clear

objectives and outcomes as well as the activities and support in place to achieve them. We will provide children with a termly individual SEN Support Plan. If advice and recommendations regarding provision are received from an external agency, these will be incorporated into the plan. The plan will be reviewed at least 3 times a year.

### Assessment and Identification of Needs

At Hobletts Manor Junior School the attainment and progress of all children is monitored continuously. Teachers use a combination of formal and informal assessment methods. Children falling behind age appropriate expectations will usually be identified through termly pupil progress meetings or through regular review meetings between class teachers and the Inclusion Co-ordinator. High quality teaching, targeted at the areas of weakness, will be put in place and the child's progress monitored over time. Parents/carers will be informed of this at parent consultations or earlier if appropriate. If progress continues to be less than expected, or if class teachers or parents identify a particular need or concern about a child, it may be necessary to complete a more thorough assessment and put in place additional support. This will be supported by the INCO and involve seeking the views of the parents/carers and child concerned. It may involve seeking advice and further assessment from a specialist teacher, educational psychologist or health professional. Some children may have Special Needs already identified prior to their entry to the school.

### Provision

Class teachers are responsible and accountable for the progress and development of children in their class. High quality teaching, differentiated for individual children, is the first step in responding to children's needs. However, in order for children to maximise their learning, some children may need additional adjustments or provision. The views of children and parents/carers will be actively sought in planning appropriate support. This provision will be recorded on an individual Learning Profile and SEN Support Plan documents and on the year group Provision Map. The provision will have agreed short term targets and be for a specified time. Provision Maps are updated at least once each term. Please see the Local Offer and School Offer for a comprehensive overview of the provisions that we provide. (These are available on the school's website or in hard copy from the school upon request.) Children may need additional provision either throughout, or at any time during, their school career.

### Monitoring

Children who receive additional SEND support are recorded on the school's Inclusion register. The impact of interventions and additional support are evaluated at least termly and, together with the views of parents and children, are used to inform next steps. This is an ongoing cycle to refine and revise provision. The INCO collates and reviews progress of this cohort using assessment data, child voice interviews, work sampling and observations.

### External Agencies

If a child continues to make less than expected progress, despite appropriate support and intervention, the school will consider involving specialists to offer additional advice or support. This could include, for example, specialist teachers, an Educational Psychologist, Speech and Language Therapist, Dacorum Education Support Centre, Child and Adolescent Mental Health Services, a paediatrician, occupational therapists or the Social Communication Disorder team.

Parental/carer permission is always sought for any request for an assessment or additional support from an external agency. For some agencies, school is not able to refer directly and a referral will need to be sent by the child's GP.

## Education, Health and Care (EHC) Plan

Children who need more support than is ordinarily available through our school-based SEN provision, may be entitled to an EHC plan. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

The Local Authority clearly outlines the criteria a child needs to fulfil in order to receive an Education, Health and Care Plan. If a child is felt to meet the criteria, the INCO will request an EHC Needs Assessment. This request will only take place with parental permission. The school and child's parents will be involved in producing the plan which will be reviewed annually.

## Transition

Discussion of SEN children or children with disabilities form part of the liaison with new parents/carers and infant staff prior to children joining school. The INCO will be responsible for ensuring information about children with special educational needs or disabilities are passed from one teacher to the next or to receiving schools at transition times.

There is a comprehensive transition programme in place for children requiring additional support in moving to or from the school or between year groups.

## Governors

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's admission policy.

The INCO reports to Governors on the progress of children with SEND and additional provision in an annual report.

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/INCO or headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve any concerns, carers are welcome to submit their complaint formally in line with the School Complaints Policy. Any complaints regarding SEND provision can be taken to the Head, Governor for SEND or The Governing Body.

Reviewed May 2025

Due for next review May 2026