Special Educational Needs and Disability Policy

Sir John Heron Primary School

2025-2026

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The Sir John Heron Special Educational Needs and Disability Policy is based on the SEND Code of Practice: 0 to 25 years (2015).
The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs and disabilities (SEND).

This policy has been written with reference to the following related guidance and documents:

- ✓ Equality Act 2010: advice for schools DfE Feb 2013;
- ✓ Schools SEND Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder);
- ✓ Statutory Guidance on Supporting pupils at school with medical conditions April 2014;
- ✓ The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013;
- ✓ Pre-Key Stage 1 Standards 2020/21;
- ✓ The Engagement Model 2020 ;
- ✓ Safeguarding Policy;
- ✓ Accessibility Plan;
- ✓ Teachers Standards 2012.

School Vision Statement – Our Aims

'Providing the best possible learning opportunities for all pupils'
At Sir John Heron Primary School, every child matters. We aim to create a happy, healthy, safe, secure and inclusive learning environment. We encourage all children to become independent, lifelong learners and achieve their full potential. We positively promote caring attitudes, equal opportunities and respect whilst celebrating differences. We strive in partnership with pupils, parents/carers, governors, and the local community, to deliver a broad and balanced curriculum that promotes high achievement for all children.

Objectives

- To implement the SEND Code of Practice (September 2015 DfE).
- To ensure teachers take account of the different needs of their pupils in their curriculum planning to maximise learning opportunities for all children.
- To ensure that all teachers are aware of pupils with SEND and of strategies to meet their needs- a whole school approach.
- To ensure the most effective and efficient use of school staff and resources for pupils with SEND through class provision maps.
- To ensure that all pupils are encouraged to reach their own potential in a rewarding and motivating way which enhances their self-esteem.

- To facilitate the identification, assessment, provision and review of pupils with SEND.
- To provide a basis for family partnership.
- To work with outside agencies to support the child.
- To enable the staff and Governors to evaluate the effectiveness of the SEND support arrangements within the school.

Definition of Special Educational Needs (September 2015 Code of Practice)
Children have special educational needs if they have a learning difficulty which calls for special educational provision to be put in place.

Children have a special need if 'they have a difficulty or disability that calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (p.94, SEND Code of Practice 2015, D*f*E)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught, although depending on their needs, children with English as an Additional Language (EAL) may be supported in targeted small group language interventions.

Identification of Special Educational Needs
Children's special educational needs may be identified in a number of ways including:
- through admission interviews.
- through discussions with professionals from their previous setting.
- records from previous setting.
- expression of family concern and subsequent investigation.
- teacher or support staff concern.
- observations.
- assessment and data analyses.
- diagnosis through external agencies.

The four main areas of need as per the SEND Code of Practice (2015) are:
✓ Communication and interaction;
✓ Cognition and learning;
✓ Social, emotional and mental health;
✓ Sensory and/or physical.

At Sir John Heron Primary School, we will identify the needs of each pupil by considering the needs of the child as a whole. This will allow us to set out arrangements to address those needs.

We consider the following areas, which may impact on progress and attainment, not to necessarily constitute special educational needs:

- Disability;
- Attendance and punctuality;
- English as an additional language (EAL);
- Pupil premium;
- Being a looked after child (LAC);
- Being a child of a serviceman/woman;
- Health and welfare.

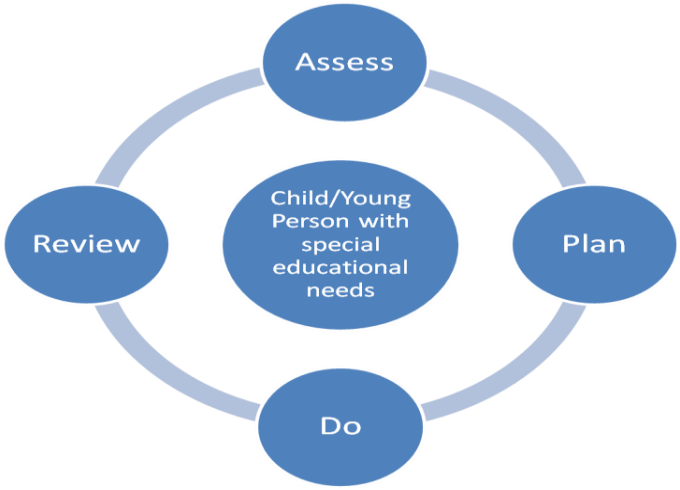
Pupils with AEN (Additional Educational Needs)

Additional Educational Needs is where a child may not be making the age related expected progress. This in itself does not necessarily mean they have a special educational need. In these circumstances when a class teacher identifies a pupil as having additional educational needs:

- The child will be discussed with the SENDCO and Senior Leadership Team (SLT) during a pupil progress meeting;
- The class teacher and SENDCO will agree on a suitable intervention targeted at catering for the child's needs;
- A decision will be made whether a referral to an outside agency is necessary (for example to the Speech and Language Therapist);
- Parents will be informed during parent and teacher consultations of support being put in place for their child.

Sir John Heron adopts a Graduated Approach to Special Educational Needs

In line with the SEND Code of Practice 2015, we adopt a graduated approach at Sir John Heron, and look in the first instance to make reasonable adjustments within the classroom as per the Equality Act (2010). Where there are continued concerns regarding a pupil's progress, attainment or engagement, we will then discuss the most appropriate steps to take in order to identify the pupil's needs and target support effectively.



Assess: The class teacher, SLT and SENDCO will analyse a pupil's needs before identifying a child as needing SEND support.

Plan: The class teacher and SENDCO will plan what intervention needs to be in place for the child to make appropriate progress, and parents/carers will be notified.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning, although they will work closely with the SENDCO.

Review: The effectiveness of the support will be reviewed at the next pupil progress meeting.

Managing pupils needs on the SEND register

If a pupil is put on the SEND register, parents/carers will be informed. On occasion, the school may refer a pupil to an external agency for specialist advice; this advice will then be used to inform effective intervention. Parents/carers will be asked for permission before these references are submitted and will be asked to sign the referral form. During teacher and parent/carer consultations, parents/carers will also be informed if their children have been included in an intervention, and will be told what the objective of that intervention is. The SENDCO will also be available at these meetings if parents/carers have any further questions. If a pupil fails to make the expected progress then advice may be sought from external agencies, which may include social as well as educational services. At this stage, an SEND may be identified.

Where possible and appropriate, we also gather the views of the child on how their SEND affects their learning and the support they need.

If we are unable to fully meet the needs of the pupil through our own internal provision and expertise, we may call upon one or more of the following external services for support:

- Children's Developmental Advisory Clinic – DAC;
- Educational Psychologists- EP;
- Language Communication and Interaction Service- LCIS;
- Complex Needs and Dyslexia Service- CNDS ;
- Child and Family Consultation- CFCS;
- Behaviour Support Service- BSS;
- Sensory Service- SS;
- Speech and Language Therapy Services- SALT;
- Occupational Therapy Services- OT;
- Physiotherapy Services- PT ;
- Health visitors involved in our school include the School Nurse, School Doctor and Community Nursing Team.

Education Health Care Plan

If a pupil is either not making expected progress or is achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An application can usually only be made following two full cycles of Assess, Plan, Do, Review (see Page 5) covering at least two terms. There may be exceptions to this and an application may be made earlier.

On gathering all relevant advice about a pupil's progress, the SEND team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided. If a Plan is not issued there will be recommendations made and further advice sought.

Criteria for exiting the SEND register

Following termly review, it may be decided that the pupil has made and maintained significant progress and is no longer requiring such intensive support. However, after removal from the SEND register, any child would continue to be monitored closely and their progress will be discussed by the SENDCO, SLT and the class teacher at the termly reviews.

Supporting pupils and families

The Newham Local Offer can be found on the Newham Council website and this will provide information on what is available in the area. Parents/carers without internet access should contact the school office for support in finding the information they require.

The Sir John Heron school SEND report, and SEND Policy are available on the school website or from the office.

Transition is recognised as extremely important and any pupils requiring additional support at this time are identified and planned for. They may, for example, carry out a number of transition visits to their new school or complete activities in their new class. If the child requires additional adult support, opportunities will be made for the child to complete activities with their new adult in the last few weeks of the summer term.

Sir John Heron's admissions information can be found on the school website.

Supporting pupils with a medical condition

We recognise that pupils at Sir John Heron Primary School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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 pupils may also have an Education, Health and Care Plan (EHCP), which brings together health and social care needs, and the SEND Code of Practice (2015) is followed.

Key staff are trained in first aid, enteral feeding and to administer emergency epilepsy medication. The majority of staff members have also been trained to administer epi-pens.

Monitoring and evaluation of SEND

We review the needs of the pupils within the school and endeavour to put provisions in place in order to be able to cater for their needs. Some of the funding the school receives may go towards training so that in-house provision is more targeted. The SENDCO, alongside the SLT and other professionals such as the Speech and Language Therapist, regularly review who needs additional provision.

The SLT and SENDCO meet with all class teachers every term to discuss the progress of all pupils. During these meetings, there is a specific focus on the progress and attainment of children with SEND.

Our provision mapping also look at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.

Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.

Training and resources
Each school is allocated funding from the Local Authority, which is to be specifically used to support the learning of children with SEND.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

The school's SENDCO regularly attends the Local Authority and Cluster SENDCO network meetings in order to keep up to date with local and national updates in SEND. Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training is ongoing in response to identified needs.

Key roles and responsibilities
The SENDCO has day-to-day responsibility for the operation of the SEND Policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Part of the role of the SENDCO is to co-ordinate arrangements with the class teacher/year leader regarding those pupils with SEND. The SENDCO can be contacted by e-mail – info@sirjohnheron.newham.sch.uk or telephone 020 8514 9860.

The SENDCO has the responsibility for:
- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for children with special educational needs;
- Liaising with and advising fellow teachers;
- Line management of the SEND teacher;
- Line management of High Needs Teaching Assistants
- Overseeing the records of all children with special educational needs, and that these are updated;
- Liaising with the parents/carers of children with special educational needs;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies;
- Participating in Pupil Progress meetings and using data analysis to ensure that all groups of pupils are making progress appropriate to their needs;
- Maintaining the Special Educational Needs register;

- Ensuring class teachers are regularly updating, evaluating and reviewing their provision maps;
- Evaluating the impact and effectiveness of intervention programmes termly;
- Meeting with the Inclusion Governor termly to keep them informed of issues relating to SEND.
- Coordinating provision for children with special educational needs who receive High Needs Funding;
- Liaising with and advising fellow teachers;

The Headteacher, Nazia Ishaq, has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher works with the SENDCO and keeps the Governing Body fully informed.

The Governor for SEND, Jannat Haider, meets with the school SENDCO to discuss the progress and attainment of SEND pupils as well as general developments.

Storing and managing information
All information relating to pupils is stored on our SIMS system (electronic record keeping). Additional information is stored in locked cabinets. Key information is shared with staff working with the pupil. At the end of each year, the key information is transferred to the next class teacher and discussions are held to ensure transition is efficient and effective.

Reviewing the policy
This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Accessibility
Sir John Heron Primary School is on two levels, with accessibility through the use of a wheelchair accessible lift. All areas of the curriculum are adapted to the child's needs.

Information relating to school policies can be found and requested at the school office or on the school website.

This policy should be read in conjunction with the ***Accessibility Plan***; ***Supporting Pupils with Medical Conditions policy***; and ***Intimate Care policy***.

Dealing with complaints
If a parent/carer of a child with special educational needs wishes to make a complaint about the provision made for them, they should make an appointment to see the class teacher in the first instance. Their concerns should be noted and passed onto the SENDCO. This should include any actions that were

agreed and by whom and within what time limit. A review date should also be fixed at that meeting.

If concerns persist and are not able to be resolved by the class teacher or SENDCO then an appointment can be made to see the Headteacher. If parents/carers have serious cause for complaint which has not been resolved to their satisfaction through these meetings they should submit their complaint in writing to the Governing Body. Please see the school's ***Complaints Procedure*** for full details.

Where a resolution cannot be reached, and impartial advice would be helpful, it is advised that parents / carers seek external support through the SENDIASS Newham (Special Educational Needs and Disability Information Advice and support Service)
(Through email: sendiass@newham.gov.uk or telephone: 0203 373 0707).

Bullying

At Sir John Heron, bullying of any form will not be tolerated from children or adults. We recognise bullying in relation to children who have additional special needs can be a more challenging and complex issue. Children with special needs may be more vulnerable to becoming victims of bullying, and may have difficulty communicating or recognising what is happening to them. This is why all staff must be constantly vigilant (particularly in relation to vulnerable children) and be able to recognise the signs of bullying. Staff are given training to ensure they are aware of what to look out for. All staff have a responsibility to report any concerns of bullying to a senior member of staff who will then take decisive action in order ensured it is stopped, and that the well-being of the victim is safeguarded as well as dealing with the perpetrator, in line with school policy.

From the moment they join the school, children are taught to understand the importance of reporting incidents, whether or not the incident was directed at them. Children are also taught to look out for one another and be alert for the signs of bullying.

Children take part in a termly anti-bullying lesson, and are reminded throughout the year what course of action they should take if they are experiencing or have witnessed bullying.

Please refer to the ***Anti-Bullying policy*** for procedures staff must follow when dealing, reporting and recording isolated incidents between children and more serious cases of bullying.