

# Howden Junior School



## Special Educational Needs and Disability Policy

### Policy Review

Reviewed: September 2025

Next review: September 2026

### **School Information:**

*Howden Junior School  
Hailgate  
Howden  
East Riding of Yorkshire  
DN14 7SL*

### **Contact arrangements:**

- Through the Main Office
- Telephone: 01430 430385
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### **The SEND Team:**

SEND Coordinators (SENDCos): Miss Chantelle Amor and Mrs Rebecca Fairclough  
SEND Staff: See school staffing information  
SEND Governors: Elsa Johnson

### **Our Vision and Values at Howden Junior School**

Howden Junior School aims to provide a curriculum that is engaging, balanced and relevant. While emphasis is placed on children learning core skills of English and Maths, we place great value on developing the 'whole child' and provide an engaging programme of study in all curriculum areas. Our provision is founded on our school values of 'Community, Curiosity, Care and Courage'.

We intend that all pupils will secure firm foundations in English and Mathematics which underpin the growing excellence in other subjects. Our knowledge-based curriculum offers a broad range of subjects throughout Key Stage 2 (KS2). We believe in bringing learning to life, both indoors and outdoors, with an emphasis on engaging and purposeful learning.

### **Special Educational Needs Policy**

At Howden Juniors, we follow the guidelines set out in the 2015 Code for Special Educational Needs: for 0 to 25 years.

The key elements of the statutory 5 framework in Part 3 of the Children and Families Bill reflect the principles below:

- **Involving children, parents and young people in decision making.**
- **Identifying children and young people's needs.**
- **Greater choice and control for parents and young people over their support.**
- **Collaboration between education, health and social care services to provide support.**
- **High quality provision to meet the needs of children and young people with SEND.**
- **Supporting successful preparation for adulthood.**

### **Definition of Special Educational Needs and Disabilities**

In accordance with the 2015 Code of Practice, we believe that children have a Special Educational Need or Disability if they:

**“Have a learning difficulty or disability which calls for special educational provision to be made for him or her.”**

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill). This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

### **Areas of Special Educational Need**

Special educational needs and provision can be considered as falling under four broad areas:

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory and/or physical**

Children must not be regarded as having learning difficulties solely because of;

- **Disability – all schools have a duty of care under current Disability Equality legislation to make reasonable adjustments, therefore disability alone does not constitute SEND.**
- **Attendance and Punctuality**
- **Health and Welfare**
- **EAL (English as an Additional Language)**
- **Being in receipt of Pupil Premium Grant**
- **Being a Looked After child**
- **Being a child of Servicemen/women**
- **Behaviour – it may be an underlying response to a need which has been recognised and is being addressed but should not be regarded as SEND on its own.**

At Howden Junior School, we are committed to keep up to date with current legislation and continue to train our staff in all areas of SEND so that we can meet the needs of all pupils. We have a due regard for the Special Needs Code of Practice (2014) when carrying out our duties towards all pupils with special educational needs, and notify and collaborate with families when SEND provision is being made for their child.

### **Identifying Special Educational Needs: A graduated approach to SEND support.**

At Howden Junior School we follow the recommended structured approach to identifying pupils with SEN:

- **Assess:** Where a concern is raised about a child, the first step is for the child's class teacher to assess the child's needs in that area and create an appropriate plan of action. This may be done in consultation with the SENDCO.
- **Plan:** If a child has not made as much progress as we had hoped, we (the SENDCO along with teachers and teaching assistants) plan what we are going to do to support the child and hopefully to assist them in making greater progress.

- **Do:** Then we do what we have planned –this may be in the form of an intervention, providing resources, making a referral etc.
- **Review:** Finally, at the end of each term, we review how successful we have been and the progress the child has made, updating and maintaining targets where necessary.

Once this process has been completed, we will assess again and it may be decided that we need to plan for further provision for that child to be put in place, or that no further support is required at this time. At this point it may be felt that a child needs to be placed on the SEND register, as it is felt that they have some form of special need that is creating a barrier to their learning. Some children's needs are such that their support will need to be ongoing throughout their time at school. If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to request an assessment for an Education, Health and Care Plan (EHCP).

#### Education, Health and Care Plans.

Where concerns remain despite sustained intervention, the school will consider requesting an Education, Health and Care Plan (EHC Plan) assessment. Parents will be fully consulted at each stage. The school also recognises that parents have a right to request an assessment.

Prior to making a request the school will have the following information available:

- The action followed with respect to any support provided.
- Pupil SEND Support Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Progress and achievement levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents and where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

Should an EHC Plan be issued the school will work with all parties to provide the pupil with the support indicated.

#### Reviews of EHC Plans

The EHC Plan will be reviewed annually.

Transition reviews for pupils with an EHC plan moving from a primary to a secondary setting will be held when the pupil is in **Year 5**.

The SENDCo will organise these reviews and invite reports from, and attendance by:

- The child's parent/carer
- The child if appropriate
- The relevant teacher / teaching assistant
- External agencies working with the child, such as Speech & Language Service, Educational Psychologist etc
- A representative of the LA, if appropriate
- Any other person considered appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes identified.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic English, Mathematics and life skills.
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it .
- Set new outcomes for the coming year.

With due regard for the time limits set out in the Code, the Head / SENDCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan.

### **Overview of SEND Provision**

On entry to the school, each child's attainment will be assessed in order to ensure continuity of learning from the infant school, or transfer from another school. For children with identified SEND; the SENDCO and Class Teachers will:

- **Use information from the Infant or previous school to shape the pupil's provision in the first few months.**
- **Identify the pupil's skills and note areas that require support.**
- **Ensure on-going observations and assessments provide regular feedback on achievements and experiences, in order to plan next steps in learning.**
- **Ensure pupils have opportunities to demonstrate knowledge and understanding in subject areas and participate in the wider school community.**
- **Involve pupils in planning/agreeing their own targets.**
- **Involve parents in a Home-School learning approach.**

## **The Range of Provision**

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools in the area.

If a child is considered to have a Special Educational Need and/or Disability, we will always require the consent and support from their parents or carers. Once agreed we will make reasonable adjustments to teaching so that the child will be able to access the National Curriculum.

This will be achieved by:

- **Quality First teaching by carefully adapting teaching and learning to a child's specific need.**
- **Creating Personalised Support Plans for children placed on the SEND register.**
- **Involving the child in decision making about their special education provision**
- **Working in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.**
- **Creating outcomes for children to work towards, which will enable them to access the curriculum.**
- **Working from the Support Plans, assessing and reviewing appropriately.**
- **Keeping Support Plans in a place where all staff can easily access them.**
- **Carrying out all SEND provision that has been agreed with parents/carers, Special Educational Needs Co-ordinator (SENDCo) and Headteacher.**
- **Informing the SENDCo and Headteacher of children who may require additional support.**
- **Contacting outside agencies when additional specialist support is necessary and carry out all targets and strategies that have been implemented by outside agencies.**

## **Personalised Support Plan**

Support Plans are written by the child's Class Teacher and include objectives to help support a child's individual needs. Objectives are SMART (Simple, Measurable, Achievable, Relevant and Timely). Support for each objective is clearly identified within the plan. Support is monitored and is adjusted as required, including TA time. The progress of pupils identified as requiring additional support will be closely monitored by the class teacher and TA and targeted outcomes will be worked towards on a regular

basis. Termly reviews of programmes and progress will then take place and will be discussed between parent/carer, child and class teacher.

### **In-School Review**

Any pupils whose progress gives cause for concern will be discussed at the In-School Pupil Progress Meetings. This is a termly meeting when teachers and management will discuss these children and appropriate ways forward will be suggested.

### **Monitoring Progress**

To assist the school in identifying children with SEND and for monitoring progress there are a variety of assessment procedures in place.

- **Progress is monitored regularly through teacher assessment of pupil's work and their Support Plans throughout the year. If a teacher feels a pupil's progress gives cause for concern they may discuss it with a senior teacher, Special Needs Co-ordinator (SENDCo) or parent/carer.**
- **The SENDCo may use other tests to assess a pupil's needs, when it is felt necessary and can approach external agencies for help.**
- **The class teacher shows provision for all the children in their planning through careful curriculum adjustments, where necessary. Their classroom management ensures that resources such as people, time and materials are used efficiently and effectively so that children with SEND can access the National Curriculum.**
- **All adults supporting SEND children are involved in the review of the Support Plans. TAs keep records of the work they do with children the children. Their records and involvement are essential when Support Plans are reviewed.**
- **Class teachers have responsibility for all children in their class.**
- **Provision for pupils with Support Plans is the responsibility for the class teacher in discussion with the SENDCo.**
- **Outside agencies are coordinated through the SENDCo, or Head in discussion with the class teacher. It is the class teacher's responsibility to implement any specialist programme that has been given to a child in their class.**
- **When a child has an EHCP the SENDCo works closely with all the professionals involved.**
- **The EHCP is reviewed at least annually by all concerned including the pupil's parents/carers and SENDCo**
- **The Headteacher has overall responsibility for all the children in her care.**



## **Partnership with Parents and Carers**

- The class teacher is the initial point of contact for responding to parental concerns.
- The SENDCo will be available for meetings with parents and carers who have concerns about pupil progress or about the support they are receiving.
- Parents and carers will always be consulted if a child is identified as having Special Educational Needs and will be involved in devising strategies for their child.
- Parents and carers will be asked for their consent for any involvement by medical or other outside agencies
- Questionnaires are provided so that the provision for those pupils with SEND can be reviewed regularly.

## **SENDCo Responsibilities**

The Special Needs Co-ordinator (SENDCo) is responsible for co-ordinating the day-to-day provision of education for children with special educational needs.

- The day-to-day operation of SEND Policy
- Monitoring the movement of children within the SEND system in school
- Co-ordinating provision for children with special needs, including time-tabling support
- Allocating resources for children with SEND
- Maintaining and overseeing record keeping for children with SEND
- Contributing to the in-service training of staff
- Liaising with and advising staff and parents/carers
- Liaising with external agencies
- Organising In-School Reviews, EHCP monitoring and other multi agency meetings
- Reporting to Headteacher and Governors
- Gaining further knowledge and skills through attending courses
- Evaluating and facilitating the implementation of new initiatives in consultation with the Headteacher and Governors
- Reviewing and updating the SEND policy in consultation with staff and Governors

## **The Role of Governors**

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The Governors are kept informed and consider the overall provision and development for children with SEND

through termly meetings. The Headteacher and Governors review SEND expenditure annually through the budget setting process. The SENDCo prepares a report to the Governing Body at the end of the year.

There is an identified Governor with the responsibility for overseeing the school's provision for pupils with special educational needs, who meets regularly with the SENDCo for an update as to the latest developments. The SEND Governor ensures that all Governors are aware of the schools SEND provision, including the deployment of funding, equipment and personnel. The Governors ensure that the policy for special educational needs is regularly reviewed.

### **Admissions**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice.

All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement/EHC Plan educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.