Special Educational Needs and Disability Policy

This is a model mandatory policy for all Vine Schools that has been reviewed and adapted by

HOWBRIDGE CHURCH OF ENGLAND JUNIOR SCHOOL

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Approved by Vine Schools Trust on:	Summer 2025
Adopted by this school on:	Summer 2025
Next review:	Summer 2026

> I am the vine; you are the branches.
> If you remain in me and I in you, you will bear much fruit
>
> JOHN 15:5

Together We Shine'

At Howbridge C of E Junior School, our whole school community of children, parents, staff and governors come together so that we can live out the words of the gospel according to Matthew, 5:16, in our everyday lives:

'Your light must shine before people so that they will see the good that you do'

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our Vine schools fully implement national legislation and guidance regarding pupils with SEND
- Set out how each school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Howbridge Church of England Junior school, our vision is to create a fully inclusive environment where every learner, regardless of their needs or abilities, is valued, supported, and empowered to achieve their full potential.

We are committed to:

- Providing high-quality, tailored education that meets the unique needs of each learner with SEND.
- Celebrating diversity and promoting equity in access to learning opportunities.
- Working in partnership with families, professionals, and the wider community to support the holistic development of every child and young person.
- Fostering a safe, nurturing, and respectful environment where all voices are heard and individuality is embraced.

Through early identification, person-centred planning, and a culture of continuous improvement, we aim to break down barriers to learning and ensure that every student with SEND flourishes academically, socially, and emotionally.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance. This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

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- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for academy trusts which sets out trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils 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 school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

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The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

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6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Xanthe Glynn

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

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6.2 The board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governors are Daniel Oliver and Sunny Cooper

The SEND governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

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- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

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Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on their child's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

This policy outlines the approach taken by our school in identifying pupils with Special Educational Needs and Disabilities (SEND) and assessing their individual needs. Class teachers will regularly monitor and assess the progress of all pupils to ensure that any who are not achieving at an expected rate can be appropriately supported. Specific indicators of concern include: progress that is significantly slower than that of peers starting from the same baseline; failure to meet or exceed previous rates of progress; and an inability to close or a widening of the attainment gap in comparison to peers. We recognise that this may also encompass broader developmental areas, including social and emotional needs.

When a teacher identifies a pupil who is experiencing slow progress, targeted interventions will be implemented through differentiated, high-quality teaching strategies aimed at addressing the identified area of weakness. Should progress remain unsatisfactory, the teacher will engage in

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dialogue with the Special Educational Needs Coordinator (SENCO) to explore the possibility of underlying special educational needs. In consultation with the pupil's parents or carers, consideration will be given to engaging with external specialists where appropriate.

It is critical to note that slow progress and low attainment do not automatically qualify a pupil as having SEN. We will take into account potential short-term factors that may impact behaviour or performance, such as bullying or bereavement, and exercise particular caution in identifying and assessing SEND for pupils for whom English is not a first language.

In determining whether special educational provision is necessary, the desired outcomes will guide our approach, including expected progress and attainment alongside the views and wishes of the pupil and their parents/carers. Should a pupil join our school who has an existing identification of SEND, we will adopt a multi-agency approach to ensure that pertinent information is gathered prior to their arrival, facilitating timely support tailored to their needs.

8.2 Consulting and involving pupils and parents/carers

At our school, the engagement of pupils and their parents/carers is fundamental to our approach to special educational provision. We prioritise collaboration, ensuring that both pupils and parents/carers are at the heart of all decisions. In identifying the need for special educational support, we initiate early discussions involving the pupil and their parents/carers. These conversations facilitate a comprehensive understanding of the pupil's strengths and difficulties, address any concerns raised by parents/carers, establish agreed desired outcomes, and clarify subsequent steps.

All relevant notes from these discussions will be documented in the pupil's record and shared with their parents/carers to ensure transparency. Should a decision be made to provide special educational provision, we will formally notify the parents/carers, thereby reinforcing our commitment to a partnership that values their insights and fosters a supportive educational environment for every pupil.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

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All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor and detailed in the child's One Plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

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

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

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On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses

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- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- HCRG
- Other schools and services

13. Admission and accessibility arrangements

We ensure that all pupils with special educational needs but without EHCPs (Education and Health Care Plans) are treated as fairly as all other applicants for admission (as set out in the Code of Practice). A child with an Education and Health Care Plan (EHCP) that names our school will be admitted irrespective of our normal admissions criteria.

13.1 Admission arrangements

Our school is committed to ensuring that all prospective pupils, including those with Special Educational Needs (SEN) and disabilities, have equitable access to admission. We maintain a clear policy that prioritises the admission of pupils whose Education, Health and Care (EHC) plan names our school, ensuring their placement before all other allocations are made.

In instances of oversubscription, our selection criteria have been carefully designed to avoid disadvantaging those with disabilities or SEN. We consider the specific needs of these pupils, facilitating access to necessary resources and support. By conducting a thorough assessment of each applicant's circumstances, we ensure that our admissions process is inclusive and fair.

Our commitment to inclusivity enables us to foster a supportive learning environment that values diversity and promotes the success of all learners, regardless of their individual challenges.

13.2 Accessibility arrangements

At Howbridge we are committed to ensuring that disabled pupils are not treated less favourably than their peers. We have implemented a series of robust measures to guarantee equitable access to our educational environment. This includes comprehensive training for staff on disability awareness and inclusivity, alongside a rigorous review of our policies to eliminate any potential barriers.

We have improved facilities to assist disabled pupils, such as wheelchair access ramps, designated seating areas, accessible toilets. Furthermore, we collaborate closely with external agencies to ensure that appropriate services are available to meet the diverse needs of our students.

To enhance the participation of disabled pupils in the curriculum, we continuously evaluate our teaching strategies and include differentiated instruction to cater to individual learning requirements. Additionally, our physical environment is regularly assessed for improvements to better facilitate access to all areas of the school.

Our accessibility plan, detailing further information about our commitments and steps, can be accessed on our school website under the 'Policies' section. By prioritising these initiatives, we aim to provide an inclusive and supportive educational experience for all pupils.

14. Complaints about SEND provision

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In the event that parents or carers have concerns regarding our school's Special Educational Needs and Disabilities (SEND) provision, we encourage them to initially address these concerns informally with the class teacher. Should this dialogue not satisfactorily resolve the issue, parents are advised to contact the Special Educational Needs Coordinator (SENDCo) or the headteacher. We are committed to attempting to resolve any complaints informally as a first step. If, however, the concern remains unresolved, parents are welcome to submit a formal complaint, which will be addressed in accordance with our established procedures. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area. You can request mediation by contacting www.essexsendiass.co.uk.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the Assistant CEO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.
It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents :

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

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