



Homer First School and Nursery Special Educational Needs and Disability Policy

Headteacher: Gemma Sharma

Special Educational Needs Coordinator: Elaine Young, **BA Hons, PGCert & NASENCo**

Deputy Special Educational Needs Coordinator: Ellie Noon, **BA Hons, PGCert & NASENCo**

The SENCo is a member of the Senior Leadership Team

SENCO Governor: Ashley Cox-Higgins

For further information or to request a copy of our SEND policy, please contact the School Office.

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Our Vision and Values

	
Homer First School & Nursery	
Vision	Values
<i>When we work hard and we are kind amazing things happen!</i>	Ready
	Respect
	Safe
	Homer Rules
	We respect others and listen to people
	We are honest
	We are kind and helpful
	We work hard
	We look after property

At Homer First School and Nursery we are committed to giving all our children every opportunity to achieve the highest of standards. We promote a sense of community and belonging and we believe that educational inclusion is about equity for all learners whatever their age, gender, ethnicity, impairment, attainment or background. We believe that inclusion must always have the child's needs and views at the centre with all professionals, parents and carers working collaboratively towards meeting those needs.

This policy is the statement of aims, principles and strategies for the identification, assessment and teaching of pupils with special educational needs in accordance with the Special Educational Needs Code of Practice 2014 and the Guidance from the Children and Families Act 2014 part 3. This policy has been co-produced by the SENCO, Deputy SENCO, SEND Governor, SLT, Teachers and Teaching Assistants. This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (DfE, 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25, September 2014
- Schools SEN Information report and local offer
- Accessibility Plan
- Safeguarding policy
- Teachers Standards 2012

Key Principles

Homer First School and Nursery is committed to ensuring that all stakeholders are fully aware of their responsibilities in developing an inclusive environment that enables children with a special educational need or disability to reach their full potential. This is achieved by:

- Early comprehensive identification, so that all pupils may receive an appropriately differentiated curriculum to suit their individual needs. Through the use of the graduated response to identify needs, aid progression and inform those caring and working with pupils so they are aware and consulted of needs and next steps.
- All Teaching staff to be aware of the SEND needs of the children they teach, ensuring that they are differentiating effectively. Every teacher is a teacher of every child including those with a special educational need or disability. **"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" (DfE, 2014. 6.36).**
- Teachers ensure assessments are regular, comprehensive and accurately used to monitor progress and aid progression. Records are kept up-to-date and clearly state actions and progress ensuring that the deployment of resources is cost effective.
- All staff to embrace children's strengths, beliefs and backgrounds, whilst supporting them to achieve in their area of need.
- Promote pupil participation so that pupils with SEND know they are valued, raising their self-esteem, independence and the confidence to seek further explanation and teaching support.
- All staff to work collaboratively with Parents, Governors and outside agencies ensuring that the child's needs are always at the centre.

Aims

Our SEND policy aims to ensure we are raising the aspiration and expectations for all pupils with SEND by providing a focus on:

- Ensuring the SEND Code of Practice and guidance from the Children and Families Act 2014 are implemented effectively across the school.
- To ensure equality of opportunity and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all children, to identify needs as early as possible and to provide appropriate support.
- To provide full access to the curriculum through differentiated planning by class teachers in collaboration with the SENCO and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children recorded as having SEND.
- To ensure that children with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff, parents/carers.
- To involve parents/carers at every stage in the 'assess, plan, do and review' cycle to meet their child's special needs.
- To work within the guidance provided in the SEND Code of Practice (DfE 2014)
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

Definitions

Special Educational Needs and Disabilities

"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 him or her." (DfE 2014. P15)

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, or
- 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

Special Educational Provision and Identification

The school acknowledges that children's needs fall into four general areas: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

The importance of identifying a child with special needs early in their education is crucial. The earlier action is taken to support individuals, the more responsive a child is likely to be. At Homer, children are identified as having a special need through a variety of ways. These include:

- Information gained through meetings with the child's previous setting.
- Concerns raised by a parent/carer, staff or professional.
- Significantly lower than expected levels of achievement and/or rate of progress.

Once a child has been identified as having a special educational need, the school follows the Graduated Approach as set out in the SEND Code of Practice, 2014 (DfE 2014. 6.44) in order to remove the barriers to learning for that child.

The Graduated Approach **Assess, Plan, Do & Review Cycle**

High quality teaching, differentiated for individual children is the first step in ensuring that all children achieve and make progress. If the class teacher still has concerns about a child's lack of attainment and/or progress despite quality first teaching, a consultation is arranged with either the SENCO, the class teacher, parents/carers and the child (where appropriate), in order to gather further information and consider whether special educational provision is required.

Starting with the desired outcomes for the child, this meeting will determine the support that is needed and if it can be provided by adapting the school's available resources or whether additional or external expertise is required. The level of support given is continually reviewed through a process of assessing the child's progress, planning for future learning, providing the necessary support and then measuring the impact of this and considering whether changes need to be made. The parents/carers and the child (where appropriate) are actively involved in each part of this process.

While the majority of children will have their special educational needs met as part of this four stage process, some may require further assessment to determine whether it is necessary for the local authority to make provision through an Education, Health and Care Plan (formerly known as a Statement of Special Educational Needs). For those children who have an Education, Health and Care Plan, a review involving the parent/carers and the child will be held annually at the school to discuss outcomes, provision and progress.

Support for children with special educational needs

The school supports children through:

- Support for behaviour
- Individual support through specific programmes or interventions
- Support for health needs
- Small group work
- Specialist teaching groups

Further details are outlined in the school's local offer found on RBWM's Information Point and the school's website:

<https://rbwm.afcinfo.org.uk/?id=zfDbUzej1s0&familieschannel=3a>

<https://www.homerfirstschool.co.uk/send/>

Working in Partnership with Parents/Carers

Homer promotes a culture of co-operation between parents/carers and school. We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. We keep parents informed at each stage of intervention and provide clear information relating to the education of children with special educational needs. The class teacher or SENCO will meet with parents/carers on a termly basis.

Pupil Participation

Children are encouraged to share their views either verbally or non-verbally using appropriate methods to suit their communication needs. They have a right to receive and make known information, to express an opinion and have that opinion taken into account. Whenever appropriate, children's opinions and views will be sought and they will be encouraged to take an active part in decision making, at all levels, including planning and reviewing their learning.

Reviewing, Recording and Reporting

Pupil Support Plans

Pupils' provision will be monitored on each pupils support plan ensuring that provision is having a positive impact whilst being cost effective. A review will take place every half term to ensure pupils with SEND are making progress; targets will be reviewed with pupils, parents, class teacher and SENCO and will focus on outcomes and next steps. Tracking sheets will be used as evidence to support the pupil's support plan. All pupil support plans will contain SMART targets.

EHCP

An annual review must be carried out to check the pupil's progress and the EHCP's continuing relevance. The SENCO, in collaboration with the Headteacher, must seek advice from interested parties, arrange the annual review meeting and submit a subsequent report on the meeting to the LA and to everyone concerned in the review.

SEND Reviews

Reporting to parents is carried out at least three times a year through SEND review meetings, parents' evenings and annually through a written report. After each SEND review copies of the reviewed support plan with review form comments from the teacher, child and parent along with a signed tracking sheet are given to the SENCO.

SEN reviews will centre upon the:

- Pupil's strengths
- Pupil's needs
- Strategies and time spans to overcome these through the SMART targets.
- Monitoring the pupil's progress in meeting these targets
- Advice and additional support allocated to the school

Roles and Responsibilities

The Governing Body

- A named governor to have regard to the SEND Code of Practice, 2014 and have responsibility for the implementation of the Special Educational Needs policy. To liaise regularly with the SENCO.
- To ensure that arrangements are in place to support children at school with medical conditions.
- To publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, and the facilities provided to assist access of disabled children.
- To ensure that an appropriate proportion of school resources and funds are allocated to special needs provision.

The Headteacher

- To take overall responsibility for implementing the SEND reforms.
- To ensure a process is in place for involving parents and children in reviewing provision and planning for children identified as having special educational needs.
- To keep the Governing Body informed of the school's special needs provision.
- To liaise regularly with the SENCO.

The SEN Co-ordinator or SENCO

See Appendix 1

- To oversee the day-to-day operation of the school's SEND policy and strategies in accordance with the SEND Code of Practice (DfE, 2014).
- To co-ordinate provision for children with special educational needs.
- To advise on the graduated approach to SEN support and the use of appropriate interventions.
- To liaise regularly with parents of children with SEN to discuss needs and progress.
- To provide relevant opportunities for staff inset and continued professional development.
- To link with other education settings and outside agencies.
- To advise teaching and support staff on the teaching and assessment of children with special needs.
- To attend inset and appropriate courses.
- To ensure that SEN records are up to date.
- To ensure all transfers of children with special educational needs to and from other educational settings is fully planned and all stakeholders fully informed.
- To liaise regularly with the Headteacher and SEN Governor.

Teacher

- To be clear about the desired outcomes of any SEN support.
- To liaise with the SENCO to evaluate the quality and efficacy of support for those children with SEN.
- To have high aspirations for every child and set clear progress targets in order to help them achieve their full potential.
- To involve parents and children in the planning and reviewing process by seeking their views and providing regular updates.
- To make themselves aware of the school's Special Educational Needs policy.
- To be responsible for meeting the special educational needs for the children in their care.
- To keep detailed, accurate records about individuals.

Reviewed June 2025 by E. Young (SENCO)

Next review due June 2026

Approved by Curriculum Committee

Appendix 1

Job Description of SENCO

The SENCO is a qualified teacher who holds or is gaining the qualification, The National Award for Special Educational Needs Coordinator.

- Take the lead in policy development, identification of pupils with SEN.
The SENCO advises teachers on the SMART targets and adaptation of Schemes of Work e.g. use of ICT or TA to support pupils.
- Maintain the school's SEND Profile
- Work with the Headteacher to collect the information and carry out reporting procedures for annual reviews for pupils with an Educational & Health Care Plan
- Consult pupils and ensure that they participate in decision making.
- Support colleagues in the identification, assessment and teaching procedures for SEND. Ensure information regarding SEND pupils is passed to the appropriate adults i.e. other staff, parents of SEN pupils, outside agencies, governing body, LA and other schools.
- Monitor progress of SEND pupils.
- Take responsibility for completing DfE and LA documentation.
- Take responsibility for the purchase of and organisation of central resources for SEND.
- Organise and attend in-service training on SEND and disseminate information to colleagues as appropriate.

SENCO:

Mrs Elaine Young

Governor with responsibility for children with SEND: Ashley Cox-Higgins