



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 & Ashley Sheehan

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 Homer Rules
When we work hard and we are kind amazing things happen!	Ready We respect others and listen to people
	Respect We are honest
	We are kind and helpful
	We work hard
	Safe 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

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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

SEND Information Report

In accordance with the SEND Code of Practice (2014), Homer First School and Nursery publishes a SEND Information Report on the school website, which is updated annually.

The SEND Information Report sets out detailed information about:

- The school's arrangements for identifying, assessing and making provision for pupils with SEND
- The types of support available for pupils with different needs
- How the school evaluates the effectiveness of its provision
- Arrangements for consulting and involving parents and pupils
- How the school supports pupils' transitions

The SEND Information Report can be accessed via the school website:

[SEND Information Report](#)

This policy should be read alongside the SEND Information Report and the Local Authority's Local Offer, which provides information about services available for children and young people with SEND and their families

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 adapted curriculum through adaptive teaching approaches 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 should be aware of the SEND needs of the children they teach, ensuring they use adaptive teaching effectively to meet individual needs.
- 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 adaptive teaching and 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.
- To ensure that pupils with SEND achieve the best possible educational and wider outcomes, through a fully inclusive and ambitious curriculum.

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, using adaptive teaching 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.

Homer First School and Nursery complies fully with the Equality Act 2010 and the Children and Families Act 2014.

We welcome all children, including those with special educational needs and disabilities, and ensure that:

- No child is refused admission on the basis of SEND
- All applications are considered in line with the school's admissions policy
- Reasonable adjustments are made to ensure access to the school environment and curriculum

Where a child has an Education, Health and Care Plan (EHCP), admission arrangements will be made in accordance with the Local Authority's procedures.

We work closely with parents, carers, previous settings and external professionals to ensure a smooth and positive transition into school.

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

Provision Maps

Pupils' provision will be monitored on each pupil's provision map, 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 provision map. All provision maps 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

Accessibility and Equality

Homer First School and Nursery is committed to ensuring equality of opportunity for all pupils, including those with SEND, in line with the Equality Act 2010.

We are committed to:

- Eliminating discrimination
- Promoting equal opportunities
- Making reasonable adjustments for pupils with disabilities
- Improving access to the curriculum, physical environment and information

The school has an Accessibility Plan, which outlines how we aim to:

- Increase access to the curriculum for pupils with disabilities
- Improve the physical environment of the school
- Improve the delivery of information to pupils and parents

This plan is reviewed regularly and is available on the school website

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.

Complaints Related to SEND Provision

At Homer First School and Nursery, we aim to work in close partnership with parents and carers and to resolve any concerns at the earliest opportunity.

If a parent or carer has a concern about SEND provision, they are encouraged to follow the procedure below:

1. Class Teacher – Initial concerns should be discussed with the child's class teacher
2. SENCo – If concerns remain, a meeting can be arranged with the SENCo
3. Headteacher – Further concerns should be referred to the Headteacher
4. Governing Body – If the issue is not resolved, a formal complaint can be made in line with the school's complaints policy.

Full details of the school's complaints procedure are available on the school website.

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.

Appendix 1

Job Description of SENCo

The SENCo is a qualified teacher who holds, or is working towards, the **National Award for Special Educational Needs Coordination (NASENCo)**. The SENCo is a member of the Senior Leadership Team and has strategic responsibility for leading and managing SEND provision across the school. The SENCo plays a key role in ensuring that all pupils with SEND receive high-quality, inclusive education and achieve the best possible academic, social, emotional, and developmental outcomes.

Key Responsibilities

Strategic Leadership

- Lead the development, implementation, and review of the school's SEND policy and inclusive practices
- Ensure the school meets its statutory responsibilities under the SEND Code of Practice (2014) and Equality Act (2010)
- Promote a whole-school culture of inclusion, where all staff are accountable for outcomes for pupils with SEND
- Contribute to whole-school improvement planning, ensuring SEND is embedded in all priorities

Identification, Assessment and Provision

- Lead on the identification and assessment of pupils with SEND, ensuring early and accurate identification of need
- Oversee the implementation of the graduated approach (Assess, Plan, Do, Review)
- Ensure that appropriate provision and interventions are in place and adapted to meet individual needs
- Advise teachers on high quality first teaching, effective use of the school's ordinarily available provision, adaptive teaching, effective deployment of TAs and targeted support
- Maintain and oversee the school's SEND register, provision maps, and SEND profile

Monitoring and Impact

- Monitor the progress and outcomes of pupils with SEND across the school
- Evaluate the effectiveness of SEND provision and interventions, ensuring best use of resources
- Use data and assessment information to inform decision-making and school improvement
- Report regularly to the Headteacher and Governing Body on SEND provision and outcomes

EHCPs and Statutory Duties

- Coordinate the process for Education, Health and Care Plans (EHCPs), including applications and annual reviews
- Ensure statutory requirements and timelines are met
- Work with the Headteacher to complete Local Authority and DfE documentation

Pastoral, Wellbeing and Inclusion

- Promote the inclusion, wellbeing, and participation of pupils with SEND across all aspects of school life
- Support staff in meeting the needs of pupils with social, emotional and mental health **(SEMH)** needs
- Work closely with the Deputy SENCo and pastoral leads to ensure a joined-up approach to wellbeing and SEND

- Ensure pupil voice is central to planning, provision, and review processes

Partnership with Parents and External Agencies

- Work in partnership with parents and carers, ensuring clear communication and co-production of support plans
- Liaise effectively with external agencies (e.g. Educational Psychology, Speech and Language Therapy, CAMHS)
- Ensure that all professionals involved with a child contribute to a coordinated approach

Staff Development and Support

- Provide guidance, training, and support for staff to improve SEND practice
- Lead or contribute to CPD on SEND, inclusion, and adaptive teaching
- Support teachers and support staff in the identification, assessment, and teaching of pupils with SEND

Transition and Continuity

- Ensure smooth transition arrangements for pupils with SEND between classes, key stages, and settings
- Liaise with early years settings, secondary schools, and other providers to support continuity

Resources and Budget

- Manage and allocate SEND resources effectively, ensuring value for money
- Oversee the purchasing and organisation of SEND resources and interventions

Communication and Record Keeping

- Ensure accurate, up-to-date SEND records are maintained
- Ensure that relevant information is shared appropriately with staff, parents, governors, and external agencies

Leadership and Management

- Line manage and support the Deputy SENCo and other staff involved in SEND provision
- Keep up to date with national developments in SEND and inclusion

General

- Uphold the school's commitment to safeguarding, equality, and inclusion
- Ensure that children with SEND are fully included in all aspects of school life
- Undertake any additional duties as directed by the Headteacher in line with the role

SENCO:

Mrs Elaine Young

Job Description of Deputy SENCo

The Deputy SENCo is a qualified teacher who is working towards or holds the National Award for Special Educational Needs Coordination (NASENCo), and supports the SENCo in the strategic and operational leadership of SEND provision across the school.

The Deputy SENCo works under the direction of the SENCo and plays a key role in ensuring high-quality inclusive practice, with a particular responsibility for pastoral support, mental health, and wellbeing across the school.

Key Responsibilities

- Support the SENCo in the development and implementation of the school's SEND policy and inclusive practices

- Assist in the identification and assessment of pupils with SEND, ensuring early and effective intervention
- Work collaboratively with teachers to set SMART targets and adapt teaching approaches, including the use of ICT and deployment of teaching assistants

Pastoral, Mental Health and Wellbeing Leadership

- Take a lead role in promoting positive mental health and emotional wellbeing across the school
- Support the development and implementation of whole-school strategies for pastoral care and wellbeing
- Provide guidance and support to staff in addressing social, emotional and mental health (SEMH) needs
- Monitor and support pupils experiencing emotional or mental health difficulties, coordinating appropriate interventions
- Liaise with external agencies (e.g. CAMHS, Educational Psychologists, wellbeing services) to support pupils' needs
- Promote a culture where pupil voice, resilience, and wellbeing are central to school life

Monitoring and Support

- Support the SENCo in maintaining the school's SEND register and provision mapping systems
- Monitor the progress and wellbeing of pupils with SEND, particularly those with SEMH needs
- Contribute to the evaluation of SEND provision, ensuring it is effective and responsive
- Assist in gathering and analysing data to inform provision and whole-school improvement

EHCPs and Reviews

- Support the SENCo and Headteacher in the organisation and administration of annual reviews for pupils with Education, Health and Care Plans (EHCPs)
- Contribute to the preparation of reports and documentation for Local Authority and DfE requirements

Collaboration and Communication

- Work closely with staff, parents/carers, and external professionals to support pupils with SEND
- Ensure that relevant information about pupils is shared appropriately with staff and stakeholders
- Support effective transition arrangements for pupils with SEND

Staff Support and Development

- Support colleagues in the identification, assessment, and teaching of pupils with SEND
- Contribute to the delivery of staff training on SEND, pastoral care, and mental health
- Model inclusive and trauma-informed practice

Resources and Provision

- Support the organisation and effective use of SEND and wellbeing resources
- Assist in the planning and delivery of targeted interventions and support programmes

General

- Deputise for the SENCo when required
- Uphold the school's commitment to inclusion, safeguarding, and equal opportunities
- Undertake any additional duties as directed by the SENCo or Headteacher in line with the role

Deputy SENCO:

Miss Ellie Noon

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