Norwood Green Junior School

Special Educational Needs & Disabilities Policy

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Section 1: Introduction

Defining SEND

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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 in mainstream schools.

2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- 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)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy was originally created by the school's SENDCO together with the SEND Governor, in liaison with the SLT, all staff and parents of pupils with SEND. The co-producing of this policy was to reflect the reforms in place following the SEND code of practice 2014.

Enquiries about an individual child should be addressed at first to the child's class teacher, as she or he knows them best.

Other enquiries can be addressed to:
Ms Godwin - Special Needs Co-Ordinator (SENDCO)
Ms Lawrence - Head of Centre for the Deaf
Contact should be via the school office in person, by phone 0208 574 1726 or email
office@ngjs.hounslow.sch.uk
The SENDCO is on the Senior Management Team (SMT), and the Head of Centre (who is also an Assistant Head Teacher) are advocates for pupils with SEND on the Senior Leadership team (SLT).

Norwood Green Junior School beliefs and values around SEND

Every teacher is a teacher of every child or young person in the school, including children with SEND.
Norwood Green Junior School is a three-form entry junior school. Within the school, 26.1% (Census Jan 2026) of pupils are known to be eligible for free school meals (this percentage includes FSM Ever 6) – greater than the national average. 98% of pupils in the school are from minority ethnic groups. At least 27 different languages are spoken. 89% of pupils have a first language that is not believed to be English. From the January 2026 Census, 21% of pupils receive additional school support Code K –65 pupils; while 21 pupils have an EHCP, 86 pupils in total. From September 2014, in line with the code of practice, pupils will be referred to as having school support (Code K), or an Education, Health and Care Plan (EHCP, Code E).

Norwood Green Juniors will continue to provide a graduated approach to providing support. School support may include the following;

- Specific in-class strategies planned and implemented by the class teacher.
- Assessments and interventions run by specialist teachers, LSAs or professionals from outside the school.

- Support may be for a short period of time or throughout a pupil's time at the school.

Section 2: Aims and Objectives

Aim
The purpose of our school's approach to SEND is to raise the achievement, progress rate, aspirations of and expectations for all pupils, including those with SEND. NGJS will focus on outcomes for children and young people rather than the 'hours of provision' approach.

Objectives
1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for Special Educational Needs
4. To provide a dedicated Special Educational Needs & Disabilities Co-ordinator (SENDCO) who will work within the SEND Policy
5. To provide support and advice for all staff.

Section 3: Identifying Special Educational Needs

The Code of Practice describes 4 broad categories of need. These areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At NGJS the needs of pupils are identified by considering the whole child, not just the special educational needs of the child or young person.

The categories are:

1) Communicating & Interacting: for example, a diagnosis of Autism, or a speech and language difficulty;
2) Cognition and Learning: for example a specific learning difficulty such as dyscalculia, dyslexia or dyspraxia, or a more general learning difficulty or delay.
3) Social, Emotional and Mental Health needs: for example barriers to learning that are related to conduct, concentration, attention, hyperactivity, or withdrawal.
4) Sensory and/or physical needs: for example, deafness or visual impairment, or a physical disability.

When considering the whole child, NGJS considers what is not only a special educational need, but other factors which may impact on progress and attainment: for example a disability, attendance and punctuality, health and welfare, having English as an Additional Language (EAL), being in receipt of Pupil Premium Grant, being a Looked After Child, or being a child of Serviceman/woman. While these circumstances may not be a barrier to a child's learning, nationally they have been identified as circumstances that may be a barrier and as such should be addressed.

Some children may have challenging behaviour, but this in itself is not a special need. Concerns and strategies relating to child or young person's behaviour are responses to a social, emotional or mental health need of a child, which is identified and supported to the best of our ability.

Section 4A: A Graduated Approach to SEND Support

The process of identifying and managing needs

Before considering placing a pupil on the SEND register, the school ensures that they are receiving Quality First Teaching. All teachers are teachers of SEND. The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had the intervention, adjustments and good quality personalised teaching that we can expect our class teachers to provide.

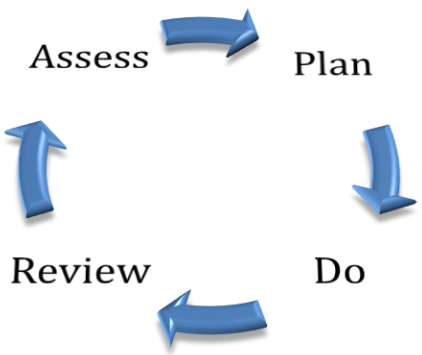
Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants, intervention teachers or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are aware of their responsibilities and receive regular professional development in SEND teaching.

Staff have individual support from the SENDCO and SLT to develop effective strategies for teaching children who may have SEND. The year group based, collegiate approach to planning, teaching and assessment also ensures that teachers are supported to find the most effective strategies and ensure all learners make progress. The quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. This is supported and monitored through the performance management process that applies to all staff.

How we decide whether to make special educational provision

Any member of staff, parent, carer or pupil themselves can raise a concern. Members of staff report concerns directly to the SENDCO. The class teacher and SENDCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, such as reading and maths tests, and on-going assessment materials, including the pupil's exercise books.

Pupils that have been on the special needs register at their previous school, or at Norwood Green Infant school if they are in Y3, are added to our special needs register in the term that they join the school. Class teachers review any learning plans that have been handed on once the pupil has settled in.



For every pupil who may have SEND, an assess-plan-do-review cycle is used to put proven and effective strategies in place, check that they are remaining effective, and/or make necessary adaptations. It cannot be assumed that what works for one pupil will necessarily work for another and therefore an individualised approach is used.

For higher levels of need, more specialised assessment from external agencies and professionals are sought. These referrals are discussed in our weekly Pupils Causing Concern meetings, attended by the Head teacher,

Deputy Head teacher, Assistant Heads, SENDCO and Pastoral Lead. The SENDCO and/or class teacher supports this process by discussing referrals with parents and parental permission for external agency referrals are always sought in writing. A pupil view questionnaire may be used to include the pupils in the process. Following this, assessment is requested using the relevant referral process and the pupil will be placed on the school external support register. At any point in the process parents, pupil and the SENDCO may meet to discuss the concerns. Records of meetings are kept in the pupil's file, and a dated log of actions is kept on CPOMS.

Section 4B: Managing Pupils Needs on the SEND Register

Most pupils on the SEND register come under the category of **school support.** At school support they may be taking part in an intervention programme or having special provision made for them by their class teacher in addition to in-class differentiation. They may also be seen by an advisory teacher or educational psychologist.

The SENDCO keeps information up to date by reviewing and circulating the SEND register termly. Teachers can access information about a pupil's SEND needs through the school's tracking systems.

Class teachers identify, together with the SENDCO, any pupils who would benefit from a Learning Plan. A Learning Plan is a record, shared with pupils and parents and any staff working with the pupil, of any targets that the pupil is working on that are in addition to the general maths and writing targets all pupils have. The teacher and pupil agree these targets together. Learning plan targets are set mid-way through the term and are discussed at parents meetings. It also ensures continuity between the summer and autumn terms.

The level of provision for children with special educational needs is decided by the Senior Leadership Team in consultation with the SENDCO and is based on the progress and attainment of the pupils. Parents are informed, encouraged to ask questions or arrange a meeting with the SENDCO, and for children with EHC Plans the specific provision is discussed during Annual Review meetings.

SEND provision, across the school, is reviewed termly. The Headteacher and SENDCO evaluate the effectiveness of the provision, adapting where necessary. This may include arranging in school support from external providers, such as a learning support teacher, behaviour consultant or any other specialist teacher, or directing support for a particular year group or group of children according to need.

If the school feels it is not able to fully meet the needs of a pupil through its own arrangements, it will apply to the local authority for funding for further support, using the progress and attainment evidence. This is Hounslow Education Authority for pupils who are resident in Hounslow. The Headteacher and SENDCO monitor the cost of all additional support. The Local Authority's Special Educational Needs panel considers requests from schools for additional funding only when the schools have used the nominal £6000 of the school's SEND budget supporting a pupil. Pupil provision maps including costs and intervention records are used to monitor the support given in terms of outcomes and value for money, and can also be used as supporting evidence when requesting additional funding for support.

To apply for additional funding the SENDCO will fill in a Request for Statutory Assessment form, from the relevant local authority. This comprehensive document includes information from the parent or carer and pupil. Support is offered for parents to fill in this form, including support for written English if requested, and support for parents with follow up requests for information.

If it is granted, this funding may come in the form of an Education Plan or an Education Health and Care Plan.

Information about these processes can be found on the Local Authorities Local Offer website, http://fsd.hounslow.gov.uk. More information is also published in the Norwood Green Junior School SEND Information Report, available on the school website, Norwood Green Junior School - NGJS SEND Local Offer

Section 5: Criteria for Exiting the SEND Register

Once a pupil is making progress in line with their starting point and their peers, as appropriate, they will be removed from the SEND record with parental agreement. A pupil who is making progress without additional support will remain on the SEND monitoring list for three terms.

Section 6: Supporting Pupils and Families

The Local Offer
Pupils and their families can find out about support in the local area through Hounslow's Local Offer. This offer, which is a web based list of organisations including charities and businesses as well as council run services. Hounslow Local Offer: www.hounslow.gov.uk/send-local-offer

Parents can find out more about SEND at Norwood Green Junior School from the NGJS SEND Local Offer. In some schools this is known as the 'School Offer'. Norwood Green Junior School SEND Local Offer:
Norwood Green Junior School - NGJS SEND Local Offer

A key agency for parents of pupils with special needs is The Special Educational Needs and Disability Information Advice and Support Service (SEND IASS). They can be reached through Hounslow's Local Offer Website link.

Admissions
The local authority on behalf of the governing body manages admission for all pupils. The school's admissions policy is published on our website. Children with an Education Health and Care Plan, where the school is named on the plan, are given priority.

Test Arrangements
The SENDCO and a nominated member of the Senior Leadership Team are responsible for arranging test support for pupils with SEND. Arrangements such as extra time, testing in small groups, rest breaks, scribes, readers or transcription are organised as part of formal testing in all year groups. Key stage 2 children, especially those with special needs, can find formal testing stressful. At Norwood Green Junior School we aim use a range of assessment methods to measure progress and these are regularly reviewed by the SLT. Test arrangements are discussed with pupils where appropriate and they are encouraged to take part in decisions about appropriate test arrangements.

Transition
At the end of the Summer term class teachers meet the teacher who will be taking over their class to hand over records, including any SEND records. Learning Plan targets set mid-way through the summer term remain in place until midway through the Autumn term to allow for continuity.

The SENDCO meets with the Norwood Green Infant School SENDCO to prepare for the Autumn term new entrant Year 3 pupils. The SENDCO may also attend the Annual Review meeting for any pupils with an EHCP while they are in Year 2 in order to ensure continuity of support.

The SENDCO attends a local authority Primary-Secondary transfer meeting in the Summer term to hand over records and discuss pupils' special needs with the relevant secondary school SENDCO.

If a pupil changes school mid-year, SEND records are sent on to the new school and the SENDCO is available by phone or for a meeting, where appropriate, to support continuity of provision.

Section 7: Supporting Pupils at School with Medical Conditions.

The school recognises that pupils at school with medical conditions should be correctly 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 may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Parents are asked to let the school know about medical conditions when they join the school. These are recorded and relevant staff are informed, for example staff that provide first aid. The 'Supporting Pupils with Medical Conditions Policy' can be downloaded from the school website:
Norwood Green Junior School - Policies (ngjs.co.uk)

Section 8: Monitoring and Evaluation of SEND

The quality of SEND provision is monitored as an integral part of whole school evaluation procedures. All teaching staff, including learning support assistants, Intervention teachers, the SENDCO and the Head Teacher, have the quality of SEND provision as part of their performance management process through assessment against the Teaching Standards. Staff are expected to reflect continuously on the progress of all the pupils and class teachers specifically review the provision of support for pupils on the SEND register at least termly, while reviewing Learning Plan targets and usually as part of preparation for meetings with parents. Year group leaders monitor the effectiveness of support in their year groups and review this with senior staff termly.

An audit of staff views, including an audit of training needs, takes place once a year as part of SEND Inset. However staff are encouraged to meet with colleagues to share and develop relevant skills and strategies for supporting pupils with SEND. Support in strategies may be piloted with a pupil, in a class or year group, evaluated and then disseminated across the school if successful.

Where pupils work in small groups with LSAs, the SENDCO and/or intervention teachers are encouraged to understand the purpose and evaluate the effectiveness of additional support they receive.

Section 9: Training and Resources

How is SEND funded?

Every school has funding, based on amount of money per pupil, to make core provision for the pupils including those with SEND. In addition, the school has a budget, known as the 'notional SEND budget'. This is based on a formula agreed between schools and the local authority. As Norwood Green Junior School is an academy, the funding comes from the Education Funding Agency, however the funding formula for SEND is the same as for other local authority schools in Hounslow. The Local Authority funds some resources, such as certain equipment for pupils with sensory or physical difficulties, centrally. Where a pupil has an Education Health and Care Plan (formerly known as a Statement of Special Educational Need) funding is identified on the plan in the form of SEND points. Assessment for pupils for EHC plans also comes from the local authority central fund.

How are the training needs of staff identified and planned?
An audit of training need for SEND is carried out once a year, though on-going identification of need is regularly reviewed by the SENDCO and Headteacher throughout the course of the year. Early Career Teachers have an induction programme specific to their needs, which includes a SEND element. 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. This may include funding courses taken by staff in their own time or organising release time for staff to study and carry our research as well as training provided in school hours.

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 Hounslow's SENDCO network meetings in order to keep up to date with local and national updates in SEND. She is also a member of the West London SEND network. The school is a member of the National Association for Special Educational Needs – NASEN, and subscribes to the Key, a resource for School Leaders.

Section 10: Roles and Responsibilities

The SEND Governor
Our SEND Governor has the role of 'critical friend' to the SENDCO, ensuring that the school is following the SEND code of Practice 2014. This includes helping to raise awareness of SEND issues at Governing Body meetings; giving up-to-date information to the Governing Body on the quality and effectiveness of provision within the school; helping to review this policy; and assuring the Governing Body that the school website publishes the school's SEND report.

This is carried out by meeting the school's Special Educational Needs & Disabilities Co-ordinator (SENDCO) on a regular basis, to learn about the school's SEND provision and monitor the implementation of the SEND policy; discussing outcomes of monitoring and evaluation with school staff; observing first-hand how the school ensures that pupils with SEND are actively involved in all aspects of school life, both inside and outside the classroom; taking opportunities to meet and talk with the parents of children with SEND; and keeping informed about developments in the area of SEND, nationally, locally, and within the school.

The SENDCO prepares a termly report for governors, which is presented to the Governing Body. This keeps them updated on SEND provision and any changes or developments.

Role of Learning Support Assistants
Our Learning Support Assistants provide support to children individually, and in groups. Groups to develop social skills and speech and language skills are led by trained LSAs. LSAs have allocated time and training to be familiar with and prepare for activities and lessons. The LSA's line managers are the SENDCO and Headteacher.

Other Responsibilities
The Headteacher, is the Designated Lead for Safeguarding, and is also responsible for managing PPG/LAC funding. The Headteacher has delegated the management of the schools responsibility for meeting the medical needs of pupils to the School Business Manager (SBM), SENDCO and the administrative staff.

All staff have a responsibility for safeguarding and child protection of all pupils. Please see Appendix C of our safeguarding and child protection policy for more detailed information regarding child protection and children with SEND.

Section 11: Storing and Managing Information

SEND records – learning plans and assessment reports for current pupils are kept in class files in the SEND office. Copies of these reports and any personal information relating to them are kept in pupil files in a locked cupboard opposite the office or in the SENDCO's office. Information regarding Safeguarding is not copied and is kept locked in the HTs office. SEND records are shared on a need to know basis through CPOMS with staff that are teaching the pupils. For pupils with EHC Plans, targets set by professionals for example speech and language therapists, are copied into the pupils record book. Learning Plans are designed to be shared with pupils, parents and teaching staff, containing only relevant information.

Teaching staff can access information about a pupil's SEND need through Pupil Asset, the web based information system. This is accessed through an individual teacher login and password.

When sending information by e-mail, a school email address is used and pupils are not referred to, to ensure anonymity. Documents attached are password protected. Where clarification is needed this is done by telephone.

When pupils leave, SEND records are forwarded to their new schools by recorded delivery for the attention of the SENDCO.

Section 12: Reviewing the Policy

This policy is to be reviewed annually, along with the NGJS SEND Local Offer. The policy will be reviewed by the SENDCO and SEND Governor.

Section 13: Accessibility

Norwood Green Junior School has an accessibility policy, which can be accessed here:
Norwood Green Junior School - Policies (ngjs.co.uk)

The school takes its statutory responsibility to increase accessibility seriously. Additional Teachers and Learning Support Assistants do their best to ensure that information to go home is explained to pupils with special needs verbally and that written information is taken home. Teachers of the Deaf ensure our deaf pupils understand information sent home. School trips are inclusive and designed to be accessible to all pupils. We allocate additional adults, if necessary, for trips and alternative travel arrangements can be made for pupils who have a disability that prevents them from walking the distance of a trip. After school clubs are open to all pupils, although some clubs have limited numbers.

Section 14: Dealing with Complaints

Comments, compliments or complaints relating to the provision of support of children with Special Educational Needs should be directed to the pupil's class teacher. However parents and carers are also free to make an appointment to see the SENDCO, Assistant Heads, Deputy Head or Head Teacher via the school office.

The arrangements for dealing with complaints for pupils with SEND are the same as those for all pupils. However the school understands that certain circumstances may vary and families may need a more bespoke

approach. For example, a family with a pupil with a disability, may need some additional support to liaise with school. This may be in the form of additional meetings or alternative timings for meetings, emails or phone calls.
For more information, please see our complaints policy, available from the school website:
Norwood Green Junior School - Policies (ngjs.co.uk)

Section 15: Bullying

There is some evidence that nationally, pupils with Special Educational Needs are more likely to be bullied. Our school Anti-bullying Policy includes teaching about respect and the school has been awarded the BIG award for its work on Anti-bullying. Pupils are taught to, and expected to treat each other with respect and kindness. Understanding is key to this. All classes take part in deaf awareness lessons to develop their understanding of hearing impairment. The school also uses resources such as those from 'Ambitious about Autism' to educate the school as a whole about different learning needs.
Pupils with SEND are taught to be resilient and to report, through their 'Special adult', class teacher or any member of staff, any incidents of bullying. Teachers working with small groups, address self-esteem issues and encourage pupils attending to feel proud of themselves. They are part of the reward system, receiving certificates in assembly for example.
Pupils on the autistic spectrum often find it difficult to interpret social situations and can therefore be especially vulnerable to bullying. At Norwood Green Juniors we use social stories to help pupils with Autism to develop appropriate strategies. We also use specific materials to prepare pupils with special needs for secondary school. Our anti-bullying policy is on the school website:
Norwood Green Junior School - Policies (ngjs.co.uk)

Section 16: Appendices

The NGJS SEND Local Offer:
Norwood Green Junior School - NGJS SEND Local Offer

Other school policies referred to in this policy:
Norwood Green Junior School - Policies (ngjs.co.uk)

School Prospectus:
Norwood Green Junior School - School Brochure (ngjs.co.uk)

Contacting the SEND team:
Parents can contact the SEND Team in person at the school office, by e-mail office@ngjs.hounslow.sch.uk, or by phone 0208 574 1726.

Please ask to speak to:
Ms Godwin, SENDCO
Mrs Remtulla, attendance / SEND administration officer
Mr Hutchinson, Pastoral Leader

GLOSSARY

SEN - Special educational needs
SEND - special educational needs and disability
EHC plan - Education and health care plan
LA – Local Authority
SENDCO – Special Educational Needs& Disabilities Co-ordinator
LSA – Learning Support Assistant
SBM – School Business Manager