



NEW MILTON JUNIOR SCHOOL

"Together towards our very best!"

Special Educational Needs & Disability Policy

Identification, Assessment & Provision

Reviewed	January 2026
Adopted	January 2026
Review date by	January 2027

PHILOSOPHY

We accept the right of all children to equal opportunity in education irrespective of their needs. We believe that all children have an entitlement to access areas of learning and develop appropriate knowledge, skills and understanding.

"All children.... are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential" (*SEND Code of Practice, Jan 2015*).

We recognise the following:-

- That the diversity and personal strengths of all learners should be valued and that suitable learning challenges should be set to raise achievement;
- That the provision for pupils with special educational needs is, in addition to or otherwise different from, the educational provision made generally to pupils attending New Milton Junior School;
- That opportunities for pupils with additional needs to achieve occurs within an Inclusive Culture. This means that we are committed to reducing barriers to learning by using resources efficiently and equitably to support active participation in learning and achievement;
- That effective provision for pupils with additional needs is about identifying need early, taking the views of pupils and parents into account, and regularly assessing, reviewing and modifying shared support;
- That close co-operation between all agencies involved with the child alongside responsive partnership with parents/carers underpins informed provision.

AIMS

- To see pupils as a whole, appreciating the inter-relation of behaviour and learning, self-image and achievement and to adapt teaching to suit individual needs;
- To identify, through systematic assessment and collaboration, pupils at New Milton Junior School who may have additional needs;
- To monitor the quality and appropriateness of provision to ensure that additional support is effective and a range of teaching strategies, underpinned by high quality teaching, are used to enable inclusion for every child;

- To liaise with and respect the contributions made by parents and incorporate these within Personal Learning Plans, therefore creating a working partnership.

OBJECTIVES

- To adapt teaching to ensure an appropriate match between the pupils' level of understanding, areas of strength and the skills needed to achieve success;
- To keep an Inclusion Register of all pupils receiving additional support. This register details the types of needs and includes pupils who are considered vulnerable and, therefore, accessing the school's 'extended provision;'
- To have high, yet, realistic expectations of pupils, detailing targets for achievement in their Learning Journey (IEP) or Individual Behaviour Plans (IBP);
- To utilise training opportunities, skills and expertise within the school to ensure pupils receive a standard of support appropriate to need;
- To be open and willing to listen to parents;
- To communicate clearly with parents and school partners about how they can actively support work done in School by following it up at home;
- To monitor and review effectiveness of Teaching Assistant support and intervention work.

Responsibilities of the Governing Body

- There is an appointed SEND Governor;
- The governing body should be fully involved in developing and monitoring the school's SEND policy;
- In compliance with the *Statutory Instruments The Education (Special Educational Needs Co-ordinators) (England) Regulations 2008*, governors will ensure that the SENDCo is:
 - a) a qualified teacher and;
 - b) there is a designated SENDCo; in the absence of a designated individual then the role of SENDCO is the responsibility of the Head/Acting Headteacher;
- All governors, especially the SEND Governor, are fully briefed regarding the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Strategic plan.

SEND GUIDELINES

These guidelines should be read in conjunction with all other policies.

IDENTIFICATION

Many pupils with Special Educational Needs and Disabilities will have been identified before entry to New Milton Junior School through liaison between feeder schools and with the transfer of pupil records.

The following evidence is used in identifying pupils with SEN:

- Teacher and Support Staff Assessment;
- Parental and pupil contribution;
- Key Stage SATS results;

- Reading and spelling assessment data;
- Targets in the Learning Journey and Behaviour Plans;
- Reports and recommendations from outside agencies involved with the pupil;
- SEND Support triggers for intervention;
- Additionally, pupils are identified within the school as a result of initial teacher/pupil/parental concerns regarding achievement and/or behaviour or other disability.

ASSESSMENT

The following screening and diagnostic standardised tests are used as a starting point for compiling a learning/behaviour profile of the pupil:

- New Salford Reading & Comprehension Test;
- Patoss & Hedderly Handwriting Speed Assessment (DASH);
- Dyslexia Screen Test Junior (DST-J);
- Phonological Awareness Battery Test (PhAB2);
- British Picture Vocabulary Scale for Receptive Language (BPVS);
- Communication Trust Progression Tools;
- BOXALL Profile;
- PIRA Reading Assessment/Testbase Reading Assessment;
- PUMA Maths Assessment;
- Gaps SPAG Assessment.

Provision of additional individual assessments, where necessary, are arranged and carried out by appropriate outside agencies.

We recognise the continuous process of assessment and the impact of the following upon pupil performance:

- The child's learning characteristics;
- The learning environment;
- The task;
- The teaching style.

To maximise the potential of all pupils, including those with special needs, curriculum access, classroom organisation, teaching styles, teaching materials need to 'match' the needs of the learner. We accept that all teachers are teachers of SEND. The effectiveness of support hinges upon using the outcomes of assessment to plan with pupils and parents/carers the next steps in their learning.

For pupils with identified Special Educational Needs, the following action is taken:

1. Teacher to complete an 'Initial Concern' form to alert SENDCo to concerns.
2. Following discussion with the SENDCo, the name of the pupil is recorded on the Inclusion Register; the Inclusion Register is accessible for all teachers and support staff. It provides a whole school picture of those pupils with SEND.
3. Each pupil has Pupil Profile and may also have a Learning Journey or Response Plan. Targets are recorded and evidence is collected within the Learning Journey book. The Learning Journey serves as an ongoing record

of progress and support for the pupil and is regularly reviewed throughout each term.

4. The class teacher and SENDCo collate and produce a Provision Map for each year group, detailing the amount of resources, interventions and the type of support given to individual pupils.

RECORDING

Children with additional needs have targets for achievement similar to other children in the class.

Teachers, in discussion with Teaching Assistants and the child, may record personal learning targets and agreed support, using the small step targets pro forma on the School's Intranet.

It is the responsibility of all teachers to make sure that each child in their class is receiving extra appropriate support and is responsible for devising interventions *additional to or different from* those provided as part of the school's usual adapted curriculum with advice from the SENDCo.

MONITORING

Pupils' progress is monitored by the class teacher and progress is measured in terms of the achievement of short-term targets. The class teacher, as detailed in TS5 (*Teacher Standards 2012*), is responsible for planning for and adapting teaching to respond to the needs of all pupils. They 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 Code of Practice January 2015 Para 6.36*). Parents are consulted and will be advised of the ways the school will target specific issues, therefore creating a partnership to enable them to support their child at home. If the teacher feels that insufficient progress is being made, further advice is sought from the SENDCo. The SENDCo will make recommendations for future interventions for the child in discussion with colleagues and parents. The SENDCo would also be involved in monitoring and reviewing targets and progress with the class teacher.

The entitlement of support is decided, in accordance with the SEN Code of Practice (*DfE, January 2015*) and the Hampshire Guidance document (*September 2018*) at the start of each academic year.

There are 4 broad categories of SEND:

1. Cognition & Learning: General & specific Learning difficulties (SpLD)
2. Speech, Language & Communication Needs (SLCN) (ASD)
3. Social, Emotional & Mental Health Difficulties (SEMH)
4. Sensory and/or Physical Needs (PD) (VI) (HI)

All under the category of:

SEND Support:

SEND assessments are made, based on the areas of concern from all stakeholders. Reading and spelling profiles are used to indicate resources to use and the nature and frequency of support. We see the successful outcome of support as the pupil's ability to access the curriculum within the classroom independently by drawing upon strategies learnt. In order to work competently in the classroom, it may be necessary for the pupil to be withdrawn for the teaching of specific skills. At all stages of withdrawn support, we aim to re-integrate. To avoid the culture of reliance upon 'going out of the classroom,' there is clear understanding of the learning programme and the timescale for its implementation. The impact of specific learning programmes is reviewed regularly by the class teacher with the SENDCo usually by reviewing the achievement of the learning journey targets. In consultation with parents, school may seek advice from external services such as the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Teacher for Hearing/Visually Impaired, Ethnic Minority & Traveller Achievement Service (EMTAS), Clifford Centre Behaviour Support Team, Child Paediatrician, Child Adolescent and Mental Health Service (CAMHS) and the Community Nurse etc. These professionals work closely with the Class Teachers and SENDCo.

These agencies may

- act as consultants and help in the early identification process and advise on additional or different learning, behaviour or management strategies, to provide advice for individual plans and targets, more specialist assessments, give advice on the use of new or specialist strategies or materials and may provide/recommend support for some activities. Learning journey targets will usually reflect this advice.

School Request for Education, Health & Care Assessments & Plans (EHCPs):

- The majority of children with SEN or disabilities will have their needs met within local mainstream settings at the level of SEN Support. However, a few children may require an EHC assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. If pupils are a significant cause for concern, the school, in collaboration with outside agencies and the parents may request an EHC Assessment from the Local Authority. This involves submitting documentation called an Education, Health & Care Plan Needs Assessment (EHCPNA), detailing areas of concern, support put in place by the School and parental contributions. The Local Authority decides whether to proceed with the assessment based upon the information received.
- If the Local Authority decides that the pupil's educational needs fulfil the criteria as specified, an Education, Health & Care Plan is issued. This outlines objectives and desired outcomes and provides a framework for organising support within the School. Usually the support arrangements i.e. how many hours will be funded by the Local Authority/School, are clearly specified on the Plan.

Children with ongoing medical difficulties

Information is made available to all staff and arrangements are made for health experts to visit the school to train staff working with these pupils.

A Health Care Plan is written for the pupil in liaison with parents and Health Care professionals.

The following protocols are detailed on the Plan

- administration of medicines
- physical symptoms and triggers for concern,
- what to do in event of an emergency

For pupils who are absent from school for long periods due to illness, Year Leaders for the pupil's Year Group co-ordinate Learning Programmes to be followed out of school

TRANSFER BETWEEN SCHOOLS

Detailed background information collated by the SENDCo, including reports from external agencies, copies of current Learning Journey targets and interventions implemented to support these will be sent to secondary schools or a new primary school for all pupils identified as having special educational needs.

- Dates for transfer liaison visits are arranged in Summer Term with the SENDCo from the Infant Schools and Secondary Schools.
- For pupils transferring to Key Stage 3:-
 - A series of dates are given to parents to visit The Arnewood School (catchment area school) with their children and meet the support staff.
 - The SENDCo from both schools will meet at the Junior School to discuss provision and needs of children on the Inclusion register prior to transfer day to enable the handover of Summative Records.
 - The receiving school informs parents transferring of the Year 6 Parent Information Evening.
 - On Transfer Day/s, all Year 6 pupils transferring to Arnewood in the September term spend the day/s at the School.
- For pupils transferring to Key Stage 2:-
 - Prior to transfer day when the Year 2 pupils visit the Junior School to spend time in their classrooms and meet their teachers and support staff, the SENDCo of the respective schools meet to discuss pupils on the SEN Register, EHC plans and pupil transfer documents are handed over.
 - Provision/support information is provided by the Key Stage 1 schools to detail support for children with SEND.
 - Support staff & ELSAs meet to exchange information.
 - Year 3 support staff visit Year 2 in their classes.
 - Additional visits are arranged for pupils and parents according to their needs.

WORKING WITH PARENTS

New Milton Junior School is committed to working in partnership with parents. Parents must feel that they are involved in supporting their children and this is made possible by having the facility to discuss their child's needs when they are concerned and need additional information.

The SENDCo is available to meet with parents at any time with mutual agreement.

Where there is an initial concern about a child, the parent/carer will be contacted by the class teacher usually via the Communication Book or telephone. Similarly, concerns from parents will be acted upon appropriately.

The School Brochure provides new parents with a summary of the School's Special Needs Policy and procedures.

COMPLAINTS PROCEDURE

In the event of a major concern or complaint about assessment or provision with educational needs, parents may follow the procedure laid down in the loose-leaf section 'Whom do I contact' of the School Brochure. The Headteacher/Deputy Head will be informed of the complaint which will be investigated at the appropriate level i.e. class teacher, Year Co-ordinator, SENDCo or Senior Leadership Team. We will report back in writing within fifteen working days.

PROFESSIONAL DEVELOPMENT OF STAFF

The teaching staff are updated at staff meeting slots on developments within SEN when necessary. Support staff meet for weekly briefing with the SENDCo. Support staff are included in training sessions to support their professional and personal development. Individual training needs are discussed as part of their Performance Management with the SENDCo.

SENDCo also attends SENDCo Circle, a Local Network meeting.

The guidance for SEN provision is updated in line with Hampshire County Council Guidance (*September 2018*) and Government changes. Teaching Assistants are Performance Managed by the SENDCo and each keep a file with a record of their continuing Professional Development. When Teaching Assistants attend courses, they then cascade what they have learnt with the Support Team at a weekly briefing session.

Signed: 

Date: 10.01.26

Mr Tom Chappell

Special Educational Needs Co-ordinator (SENDCo) & Inclusion Lead