



Welcome to
Homerswood



A pathway to grow, be curious and discover

SEND Policy

Homerswood Primary and Nursery School

Ratified : May 2025

Review : May 2027

SEN Policy – May 2025

1. Purpose

This policy is a statement of the arrangements for Inclusion at Homerswood Primary and Nursery School. It has been written to make the arrangements for inclusion explicit and to ensure consistency of practice across the school and is in response to the 'Children and Family Act 2014', 'Special Educational Needs Code of Practice (2015)' and the 'Special Educational Needs and Disability Act (2001)'. It also refers to 'The Teachers' Standards 2012' and the 'Equality Act (2010)'.

In developing this policy, consideration was given to the following Homerswood policies, also shared on our website:

- Child Protection Policy
- Safeguarding Policy
- Children Looked After Policy
- Online Safety Policy May
- Teaching and Learning
- Complaints
- Behaviour Policy
- Accessibility Plan March 2022 to 2025
- Attendance Policy November

2. Philosophy

We, at Homerswood, believe that everyone has a right to succeed and the entitlement to develop their full potential through a personalised curriculum. All pupils are entitled to receive a broad, balanced and relevant curriculum and to ensure this, all pupils' individual needs are considered. A full range of flexible resources are available in order to meet the needs of individuals, be they social, emotional or mental health needs (SEMH), social, communication and interaction, sensory and physical or cognition and learning. The school endeavour to meet the needs of children ensuring that class and subject leaders are at the heart of this approach. The school will, within the context of services available, seek the relevant support and advice from the Local Authority, in order to facilitate pupils' inclusion.

3. Aims

At Homerswood we aim to:

- operate within the framework of inclusion provided by the Government and Local Authority (LA)

- become an educational environment in which all members of the school community can thrive regardless of race, religion, culture, gender or individual need
- challenge and eradicate prejudice and discrimination wherever it occurs
- identify, recognise and reduce barriers to learning and participation
- provide high quality and appropriate teaching in a stimulating, challenging and enjoyable learning environment
- help all pupils develop their personal and social skills, and to experience successes and achievements
- provide equality of opportunity for all
- recognise and celebrate diversity as a positive aspect of the school community
- recognise, value and celebrate pupil and staff achievements
- ensure we work in partnership with parents/carers to help them support their child's education
- reduce the number of instances of pupil exclusions from the school (both fixed term and permanent)
- reduce the number of unauthorised absences from the school
- ensure an increase in attainment for all pupils, including supporting those not meeting age related expectations and challenging the thinking of gifted and talented pupils

4. Inclusion Register

- An Inclusion Register is held within the schools management system and is updated termly or as need arises. All needs are identified within this register and it is a graduated approach using a cycle of assessing ,planning, delivering and reviewing need.
- It is a document outlining whole school need and as such is held by the SENCo and Inclusion Manager

5. Implementation of SEND (Special Educational Needs & Disability)

- At termly year group reviews and upon admission to the school, children's SEND needs are assessed. Where these needs require further support, assessment decisions are made. Professional meetings, which could include Year Group Reviews, are held in conjunction with the class teacher, senior leaders, Inclusion Manager and parents/carers.
- The class teacher is responsible for supporting a pupil with SEND and initiating appropriate action, with support from the INCO (Inclusion Manager). This is achieved through Quality First Teaching provision which is personalised to support need.

- Progress of pupils with SEND is reviewed regularly to provide the most effective learning and provision. Where progress stalls due to an SEN they are entered onto the Inclusion Register.
- Where there is an identified need parents/carers are offered a formal consultation three times per year with both Inclusion Manager and class teacher.
- All supporting provision made at Homerswood is detailed on provision maps with frequency and time allocation being noted. Where an Education Health Care Plan (EHCP) is in place a student profile document is prepared with pupils, parents and/or carers.
- When an EHCP is in place, the SENCO and Inclusion Manager will oversee this process. When it is being written or reviewed, the class teacher will work together to establish outcomes, roles and responsibilities.
- Information on all pupils are recorded on the provision maps by the class teacher. In this way groups or individuals can be highlighted and provision to support learning can be given. In addition, some children with identified need will have a dedicated SEN file, kept in the DEN.
- Outside agencies are used to support and advice within [DSPL5](#) and wider services from county. These include Educational Psychologists, SpLD bases, the School Nurse, Speech and Language Therapists, Hertfordshire Advisory Services, School's Family Support Worker and the Attendance Improvement Officer. Child Protection issues are dealt with by the Designated Senior Persons for Child Protection.
- In order to ensure that pupils with identified needs are met effectively and swiftly, a designated Inclusion Manager is appointed. The purpose of this role is to support the school community in assessing need and identifying appropriate provision to ensure needs are met within class. It also enables the class teachers to operate 'whole pupil whole school' approach to inclusion. The role also ensures staff and parents feel supported in this role as well as identified whole school CPD issues.

6. Governors

- Governors receive regular updates regarding SEND need across the school, including HT reports and Inclusion Manager briefings. There is a nominated SEN governor who meets termly with the Inclusion Team.
- Governors are responsible for fulfilling responses to complaints involving SEN and/or disabilities. The process for this is clearly identified in the Complaints Policy.

7. Induction, Admissions and Transition

- The school publishes a SEND Information Report (Appendix 1) on its website for parents and carers to view. This details the provision and expertise within the school. This is part of the Local Schools Offer and is based on the minimum requirement from the Local Authority Offer. It is reviewed annually by the school community.

- Induction arrangements prior to entering the Early Years for the school provider and other relevant professionals. The class teacher is responsible for identifying need through these meetings and is supported by the Inclusion Manager if further transition support is needed.
- Links with Secondary School providers are made, transferring information to Year 7 teachers and the appropriate SENCo. For pupils with a statement/EHCP, the secondary SENCo is invited to the annual review meeting held in Year 5.
- Year 6 pupils complete transition projects to secondary school to ease the transition process. The class teacher can organise for additional support around transition in conjunction with the Inclusion Manager if this is deemed necessary. This may include support from external agencies and the main feeder Secondary School.
- A timetable of transition is put in place in the Summer Term for class teachers to share information about the pupils as they transfer class.
- Additional transition meetings for pupils with SEND are held if required with relevant parties. This is organised by the Inclusion Manager.

8. SEND and other identified need

- When a child's SEND need is assessed, a holistic view is taken. This can result in an overlap of needs including disability, attendance, medical need, EAL, Pupil Premium and Social Care (Looked After and Child Protection) need.
- Where this is the case, these additional needs are identified on Provision Maps.
- There are clear policies and/or in place identified leaders for these areas. Please see policies in place.

9. Responsibility

Responsibility for children with SEND is shared by the SENCo, Mrs J Gregory and Inclusion Manager, Mrs M Wilson. They can be contacted via the school office on 01707 320610. The Headteacher acts as the advocate for SEND on the SLT.

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Review Date: May 2027