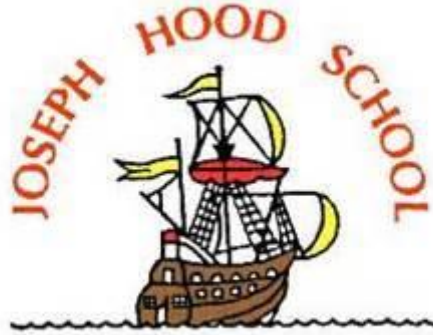


JOSEPH HOOD PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

The SEND policy reflects the principles of the 2014 Code of Practice.

Last up dated November 2025

Review date November 2027

VISION

At Joseph we endeavour to **INSPIRE** our children

INCLUSIVE

We are a friendly and supportive school that welcomes and celebrates the diverse population of London

NURTURING

Our nurturing environment helps all pupils develop their individual talents and abilities, and enjoy their time in school

SUCCESS

We want our children and our staff to seek success and achieve their goals, both in and out of school

PERSEVERANCE

Perseverance is an important key to achieving a goal, and it empowers our children to take pride in their work and accomplishments

INSTIL

Our staff are learners themselves; their outstanding teaching and our creative curriculum instils a lifelong love of learning

RESPECT

Respect for each other and ourselves underpins our school community, as shown by our actions and choices

ENCOURAGE

Joseph Hood works hard to encourage all children and staff to feel happy, enjoy school and **BE THE BEST YOU CAN!**

Executive Head Teacher: Mrs. Anita Saville.

Head of school: Mrs Libby Wright

Assistant Head of School and SENDCo: Ms. Wendy Shepard

JHP SEN policy 2025

Telephone: 020 8542 2471

Email: senco@josephhood.merton.sch.uk

Joseph Hood SEN Policy 2025

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014.
- SEND Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEND Information report regulations 2014.
- Teachers' standards 2012

This policy should be read in conjunction with the following school policies and documents: -

Anti-Bullying Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Safeguarding policy, Medicines policy, Local Offer for SEND, Support for children on SEND register, Equality and the updated behaviour policy.

Definition of Special Educational Needs (SEN), as taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age, or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Joseph Hood is a growing two form entry primary school which includes a 52 nursery which is situated in the London Borough of Merton.

The school has four Stages: -

Foundation stage - Nursery and Reception.

Key Stage One - Year One and Two

Lower Key Stage Two - Year Three and Four.

Upper Key Stage Two - Year Five and Six

Each Key Stage has a lead member of staff – a staff list can be found on the school web site. www.josephhood.merton.sch.uk

SECTION A – SPECIAL EDUCATIONAL NEEDS PROVISION AT JOSEPH HOOD PRIMARY SCHOOL

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education. This includes the Foundation stage and National Curriculum in line with the Special Needs Code of Practice. Inclusion runs through all strands of our curriculum and school life with the aim of making it as accessible as possible to all learners in our school community.

1. Objectives:

- To welcome pupils with SEND and meet their needs in a positive manner so they achieve their best.

- To identify and assess children with SEND as early as possible by gathering information from parents and other agencies.

- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching which is differentiated for individual pupils.

- To identify and address pupils' needs through the graduated approach and the four-part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.

-To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.

-That where possible, pupils participate and are involved in the process of information gathering and reviewing progress.

- To ensure funding is allocated to provide high quality provision for those with identified SEND.

- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act 2010.

- To ensure that support agencies are used effectively.

- To encourage confidence and raise self esteem by providing a caring and well organised environment so children with SEND can achieve their best.

- To ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.

- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

- To use the Merton Ordinarily Available Guidance for both Early Years and Primary aged school pupils to support provision and appropriate intervention across the school

2. How we aim to meet these objectives:

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.

- Ensuring clubs, trips and activities offered to children at Joseph Hood are available to children with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

- Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Years Foundation Stage Profile, National Curriculum Age expected levels and standardised screening and assessment, discussions with parents and information gathered from outside agencies.

- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children.

Inclusion is entwined with our curriculum from our youngest pupils to our oldest. This is managed through teacher appraisals against the teaching standards, lesson observations and whole school monitoring.

- Ensuring that all staff receive training on the expectations of the most recent Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEND.

- We follow the advice in The Code of Practice and the Merton OAG on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

- Termly planning and reviewing of School Support (S.S.P.) plans for all pupils with SEND, involving both parents and pupils as much as possible.

- Ensuring that advice from outside agencies is sought and incorporated into School Support plans.

- To focus on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts.

- Monitoring the provision and progress of pupils with existing School Support and Education Health Care Plans (EHCP).

- Ensuring that SEND is featured in the School Development Plan, reflecting the training needs of all staff.

- Ensuring that we have high expectations of pupils, set suitable and challenging targets with termly monitoring meetings including SLT, Key Stage leader, SENDCo, Class teacher

- Listen to and value parents concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child.

- Supporting social, emotional and mental health through the provision of Emotional Literacy Support, individual support through a specialist Social, Emotional and Mental Health (SEMH) teacher Karen May who is in school once a week to work with specific children over a period of time. We also utilise support for parents who may need advice around their child's mental Health through Merton's Education Wellbeing service.

SECTION B: ARRANGEMENTS FOR FULL ACCESS TO A BROAD AND BALANCED CURRICULUM

The National Curriculum Inclusion states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice 2014)

All children are entitled to full and equitable access to the National Curriculum and high-quality teaching.

This links to the school's Inclusion Policy and our Teaching and Learning Policy which sets out to ensure that:

- Inclusion is at the very heart of everything that we do at Joseph Hood.
- All efforts are made to overcome individual pupils' barriers to learning.
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress.
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task.
- A range of teaching styles are used including auditory, visual, and kinaesthetic learning.
- The successes and achievements of all pupils are celebrated through the school's reward system.
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued through our pupil groups, sporting competitions and extra-curricular offer.
- A range of different organisational settings are planned to provide class, group, paired and individual work.

- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

SECTION C: – IDENTIFICATION, ASSESSMENT AND RESPONSE.

1. Identifying needs at Joseph Hood Primary School.

Please look at pages 3 to 5 of JHPS Local offer on the web site for more detailed information

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice September 2014.

- Communication and interaction.
- Cognition and learning
- Social, emotional and mental health.
- Sensory and/or physical

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at Joseph Hood but we consider the needs of the whole child which will include not just their special needs.

The SEND Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

2. Assessing needs

If a child does not make adequate progress compared to peers, their starting point or previous attainment, this would raise concerns that they may have learning difficulties.

Joseph Hood aims to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the child's learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations.

Each term following ongoing teacher assessments, tracking progress meetings are held to review the progress of every child in the school. Data is analysed and tracking meetings are held that include each class or nursery teacher, the SENCO, the Executive Head teacher / Head of School plus at least one other member of the Senior Leadership Team.

Parents are consulted to gain their insight into their child's progress. If after consultation with parents it is decided that a child has underlying needs difficulties which require additional support, he/she will be put on the SEND register and a School Support Plan is then written to identify how the needs are to be addressed and outcomes identified.

3. Graduated Response

Please look at page 4 of JHP Local offer on the web site for additional information;

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

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. (Code of Practice 2014.)

The graduated response is a four-part cycle of assessment, planning, doing and reviewing which is recorded on the child's School Support Plan and provision map. This process will happen termly using the following cycle;

October half term – February Half term, February half – May half term, May half term until October half term, thus ensuring a smooth transition between each year group that children move through.

Assess

The teacher identifies pupils with learning needs in the class; this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, parents and sometimes the SENDCO to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's School Support Plan (SSP) with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

To track child's long term progress and level intervention he/she will be included on the SEN register by the Inclusion Manager/SENDSCO.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and / or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupils response to the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by class teacher and other staff and summarised on the SSP in preparation for the termly progress review.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice can be sought from outside specialists at any point; to advise on early identification of SEND, where little or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

The majority of children and young people with SEND will have their needs met within the school – effectively at 'school level'.

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional and different intervention and their needs can be met within the school's SEND budget. We will continue to identify the child as having special educational needs.

If the child is able to maintain good progress **without** the additional and different resources he or she will not be identified with special educational needs and be removed from the SEND register.

However the special educational provision required to meet some children's needs, cannot reasonably be provided from within the Ordinarily available resources here at Joseph Hood. Where this is the case, we will gather all the

information in the format required by the LA the child is resident in to request an assessment of education, health and care needs.

Referral for an Education, Health and Care Plan

If a child has significant long term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals.

A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEND budget. However, there may be times when a child will need immediate assessment as deemed fit by either the school or parents.

SECTION D; MANAGING PUPILS ON THE SEND REGISTER.

1. Named Staff.

For contact details see web site

Mrs Anita Saville, Executive Headteacher, is the designated named person for SEND.

Mrs Libby Wright – Head of school is responsible for the day-to-day strategic management of the school.

Ms Wendy Shepard, Assistant Head and SENDCO, is responsible for the day-to-day provision of education for all pupils with SEND

Mr Michael Waterman, Assistant Head of School, is responsible for Teaching and Learning

Mrs Helen McQue, Nursery Nurse supports teachers and TAs with pupils' social, mental and emotional difficulties, delivering ELSA to targeted children.

Mrs Jade Kent, Learning Support Assistant supporting with pupils' social, mental and emotional problems, delivering ELSA to targeted children.

Ms Claire Hassell, Learning Support Assistant supporting with pupils' social, mental and emotional difficulties, delivering ELSA to targeted children

Miss Shelby Elliot - Learning Support Assistant supporting with pupils' social, mental and emotional difficulties, delivering ELSA to targeted children

Miss Sarah Wiltshire - Learning Support Assistant supporting with pupils' social, mental and emotional difficulties, delivering ELSA to targeted children

Mrs Karen May, Specialist Teacher supporting targeted children with social, emotional and Mental Health difficulties

Mrs Sehba Khan – Higher level teaching assistant, delivers targeted Speech and Language intervention.

Harriet O'Connor – Governor responsible for SEND .

2. Arrangements and responsibilities for coordinating and monitoring the graduated response.

General Monitoring

The Inclusion Manager updates information about pupils on SEND register each term through monitoring the SSP paperwork. Class Teachers and the Senior Leadership team meet with the SENCO to discuss pupils on the Register.

2a. The Class Teacher.

All teachers are teachers of children with Additional learning difficulties.

The Class Teacher is responsible and accountable for progress and development of all pupils in their class:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENDCo.

All children regardless of the age or stage of development are taught through high quality first teaching. Needs are met to the best of the teacher's ability

- Planning and delivering differentiated interventions for all pupils with identified SEND. These should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEND documentation in accordance with the COP and liaising with the SENDCO, parents and pupils
- Collaborating with the SENDCO to match classroom provision to the specific needs of the pupil
- As part of the graduated approach to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning with learning support assistants, teaching assistants and nursery nurses to ensure quality provision for pupils with SEND focussed on outcomes.
- Regularly reviewing the support provided by staff and the impact on the progress of SEN pupils.

The SENDCO, Key Stage Leaders and Class teachers are responsible for the timetabling and directed work load of the additional staff.

2b. Higher Level teaching Assistants (HLTA) Learning Support Assistants (LSA) Teaching Assistants (TA) and Nursery Nurses

They are responsible for the following:-

- collecting evidence of progress through observations both formal and informal.
- alerting the class teacher to concerns which have been observed through close working with the pupils.
- tracking progress towards outcomes set by a class teacher for specific SEND pupils.

- providing effective feedback to the teacher on interventions.
- Collaborating with the SENDCO to match classroom provision to the specific needs of the pupil.
- Contributing to progress reviews or annual reviews.

2c. The SENDCo

In line with the recommendations in the SEND Code of Practice 2014, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school SEND register.
- Identify through provision mapping those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care Plans.
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning.
- Managing and supporting other classroom staff working with vulnerable learners.
- Overseeing the records on all children with Special Educational Needs and disabilities.
- Liaising with and advising all staff on the graduated approach.
- Liaising with parents of children with SEND, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on School Support Plans.
 - Termly review of progress against expected outcomes as identified on SSPs by the class teacher; ensuring learning objectives are revised and reviewed.
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an Education Health Care Plan.

- To implement a programme of six-monthly reviews for Early Year pupils with Education Health Care Plans.
- Carrying out referral procedures to Merton Local Authority to request High Needs funding Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant long-term support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEND or vulnerable learners.
- Working with Early Years staff and Merton Early Years Inclusion team to ensure successful transition into school/nursery or from other EYs settings for children with identified SEN or disability.
- Ensuring interventions for SEND pupils are effective and evidence based.
- Evaluating regularly the impact and effectiveness of additional interventions for SEN pupils.
- Arranging specific SEND resources.
- Key point of contact with external agencies especially the Local Authority.
- Liaising closely with a range of outside agencies to support SEND/vulnerable learners in consultation with parents.
- Attending LEA SENDCo network meetings and training as appropriate.
- Liaising with the school's SEND Governor, Harriet O'Connor , keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Working as part of the Senior Leadership team to ensure SEND information is shared with staff and SEND is included in the school development plan.
- Reviewing the SEND policy annually and ensuring up to date information is on the website.

2d Key Stage Leaders for each stage

The Key Stage Leaders are responsible for the following in their Key Stage group.

- Liaising with the Inclusion Manager to timetable and direct the work of support staff working in their phase.
 - To identify vulnerable learners in their phase who are not on SEND register to ensure they are making adequate progress.
 - To monitor the outcomes of additional support for vulnerable learners.
 - Attend termly monitoring and tracking meetings.
 - Attend Annual Reviews when a child is moving into their phase, or as deemed necessary by the SENDCO.
 - Support teachers in their key stage with parent meetings when requested.
 - To ensure that any special arrangements are in place for SEND Policy and the Disability Equality Duty Scheme and Accessibility Plan
- Allocating and monitoring appropriate resources for SEND from the delegated budget and funding together with the SENDCO
 - Ensuring the effective use of the COP (Code of Practice) especially through professional development and appropriate time allocations.
 - To ensure that staff deliver high quality teaching differentiated for individual pupils through the teacher appraisal process using the teaching standards.
 - Monitoring teachers' planning and pupil achievement each term and ensuring action points are followed through.
 - Reporting to Governors on COP procedures and SEND resourcing and Disability Equality Duty Scheme.

2f. The Governing Body is responsible for:

- Ensuring that the best possible provision is made for all pupils with SEND
 - Monitoring the quality of SEND Provision
 - Ensuring information about the implementation of the policy for SEND is published on the school website and this is updated annually.
 - Ensuring the integration of pupils with SEND in the school community
 - Ensuring that the budget for SEND is allocated appropriately
- JHP SEN policy 2025

- Electing a designated SEND Governor to liaise with the SENDCO
- Defending the school should a complaint be brought to the SEN and Disabilities Tribunal

3. ADMISSION ARRANGEMENTS

Pupils identified with low level SEND have the same rights of admission as all other prospective pupils.

The school follows Merton's Admissions Policy.

Pupils with Education Health Care Plans are admitted following LEA policy and ensures that the school can meet their needs under the Code of Practice 2014.

4. Transitions

Early Years staff, make contact with other Early Year providers in the term before the child enters nursery or reception. Home visits are made for exchange of information. Additional visits are made for children with identified SEND

Close links exist with the secondary schools to which pupils transfer in September each year.

Meetings are held between SENDCo/Inclusion managers of all Merton High schools and primary schools, at which SEND needs are discussed and effective supports are shared. Documentation is then shared through Merton's transfer processes at the beginning of the autumn term in which the child transfers to their new school. This is part of the SENDCO Support Programme organised by the LEA.

Additional visits are made for pupils with EHC Plans. Staff from the feeder secondary schools are invited to attend the annual review and any other relevant meetings held in the summer term.

SECTION D: SUPPORTING PUPILS AND FAMILIES.

See Joseph Hood Primary School Local offer pages 4-9.

The London Borough of Merton Local offer along with other useful information can be found on the Merton web site

<http://www.merton.gov.uk/learning/edinclusion/sendis.htm> .

1. Contacts and meetings

Parents and carers are always welcome to the school. At Joseph Hood working as a partnership is recognised as an essential element in the successful education of all pupils, in particular for those pupils with special needs; therefore, we maintain an open-door policy.

There are regular, planned meetings with parents in the autumn, spring and summer term to set up and review progress documented on School Support plans. Pupils and parents are both involved in the target setting and review process. When setting outcomes and progress areas where parents/carers can support this process, this will be identified on the School Support Plan.

Day to day contact with parents is via face-to-face contact either a quick chat at the beginning or end of the day for the younger pupils. Parents may phone or email to make an appointment to see staff whenever necessary. Written reports are issued at the end of each academic year in July.

For children Education Health Care Plans, the annual review is held around the date of issue and a representative from the LEA SEND Team is invited to attend. For Early Years children with an Education Health Care Plan, there are 6 monthly reviews. Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year.

Pupils in Early Years may require family meetings with Portage and the Early Years Inclusion Team these may take place in the EYs setting or at home.

Following consultation, parents may be invited to meetings with professional specialists in school or as a result of a referral in a clinic setting.

2. Support and advice.

The school recommends and introduces parents to the service of the LEA Parent Partnership Officer Fran Turko (who is based at our school) who supports parents with SEND issues and is independent of the school and the LEA.

Telephone: 020 8543 8854

Email: fran.turko@merton.gov.uk

3. Parent and pupil views.

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One of the key principles of the 2014 Code of Practice is that it puts children, young people and their families at the heart of the legislation.

At Joseph Hood, parents' opinions and aspirations for their children will be taken seriously.

In the four part cycle of assess- plan – do - review parents will have an opportunity to be part of the planning process for both short and long term outcomes.

For formal annual/ interim reviews pupils contribute their voice in a style and format most suited to their age and aptitude.

The school provides the Local Authority with information and evidence of the level of need of the child. If the Local Authority SEN panel decide that an assessment should be carried out they will inform the parents and the school and ask for the parents' view and experience of their child's additional needs. It should be noted that an assessment is not a guarantee that an EHCP will be awarded.

4. Dealing with Complaints around SEND.

Please look on the school web site 'Complaints policy' for further details.

Parent/carer complaints are dealt with at the school in the following ways:

- Discussed informally with the Class Teacher and / or the Key Stage Manager.
- Referred to the SENDCO
- Referred to the Executive Headteacher.
- In writing to the Governing Body, following which a written reply will be given
- The parents may contact the LEA who will then contact the school
- The parents may go to SEN/Disability Tribunal. Support for this is available from Independent Parent Special Education Advice <http://www.ipsea.org.uk/>

At any stage in the complaint process parents may request the advice of Merton Parent Partnership Officer.

SECTION E: SUPPORTING PUPILS WITH MEDICAL CONDITIONS OR A DISABILITY.

Joseph Hood Primary School recognises that children with medical conditions should be properly supported so 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 JHPS will comply with its duties under the Equality Act 2010.

Some children may also have SEND and may have a or Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; JHPS follows the 2014 SEND Code of Practice for these children.

1. Facilities at Joseph Hood Primary for children with medical conditions, disability and SEND.

Joseph Hood has disabled toilets on both floors of the school; permanent ramps to enable wheelchair access to the ground floor of the building and lift access to the second floor.

The stair cases have hand rails.

Provision of information in a wide range of formats as well as increased access are all part of the School's Accessibility Plan.

All the classrooms in the newer part of the building follow acoustic regulations.

We have a dedicated nurture / ELSA room with suitable furniture and resources. This is available at lunch time for lunch time nurture play group, Emotional Literacy groups and Nurture groups. We also have a dedicated small group activity room which is set up with Speech and Language groups in mind.

There are small group rooms between each of the Key Stage One classrooms. Foundation Stage are able to use these rooms as well.

Additional equipment recommended by outside agencies such as Occupational Therapists are bought where reasonably possible out of the SEN budget.

Most of the SEND / OT / SALT and ELSA resources are stored along the upper corridor in the cupboard outside of the Griffin Room or in the SENDCO's office on the ground floor.

SECTION F: TRAINING AND RESOURCES

1. Funding

Funding for SEND is received from the following sources:

- Early Years Inclusion Funding
- SEND Formula Funding
- Payment for pupils on the SEND Register
- Money according to Merton's banding system (through EHCP)
- Pupil Premium (if eligible)

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- Additional Money allocated from the school budget

Spending and provision for pupils with EHC plans are monitored annually by the LEA.

Funding is used to provide: SENDCo time, SEN Teachers, Teaching Assistants who support SEND pupils in class and in small groups, Learning Support Assistants for pupils with EHC plans, training from agencies both within and outside of Merton for all staff and additional staff to support children during lunchtimes when necessary. Appropriate books, computer programmes and recommended equipment are purchased for all SEND pupils across the school.

- Specialist services from Merton Language Learning and Support are purchased through the school's service level agreement with Merton and a programme for staff training is in place.
- Additional service is bought in from Merton Virtual Behaviour School as required.
- Additional provision is bought in from the Educational Psychology Service through the Merton service level agreement.

2. In-service Training for staff in relation to SEND.

Training needs for the staff for SEND are identified via appraisal reviews and the School Development Plan.

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.

The school uses LEA Agencies, Service Level Agreements and the central INSET programmes to support Governors, the Senior Management Team, teachers, support assistants, and the SENDCo to fulfil their roles and responsibilities.

There is regular staff training to inform and update staff about the Code of Practice and other legislation with regard to SEND.

The SENDCo attends Merton SENDCo network meetings and workshops every term.

3. Links with Support Services for SEN and disabilities.

Parental consent is always sought before the school requests involvement of any outside agency.

- Educational Psychology Team; Joseph Hood buys into the LEA's Service Level Agreement and buys in specified hours each year according to need as identified on our SEN Register.

- Language Learning and Support and Virtual Behaviour team; Joseph Hood buys into the service level agreement each year as required to support pupils with behaviour and emotional problems and for advice and assessment for pupils with specific learning or language difficulties. .

- Sensory Team (Visual and Hearing) – support and advice is sought according to need.

- Children with EHC plans receive speech and language input as described on their EHC plan. The same applies for Occupational Therapy (where identified on the EHCP plan).

- Early Year pupils access S&L therapy through the NHS clinics.

- Portage and Early Years Inclusion Service is available on request.

- Joseph Hood accesses the School Nursing service. Our named school nurse is Anna Tims. Please let the office know if you would like us to arrange contact for you.

Additional services are bought in as agreed at School Support progress meetings as part of the graduated approach.

The school also works closely with NHS Physiotherapy Therapy Service, the Occupational Therapy Service, Merton Virtual School for looked After Children, Cricket Green Polyclinic, the Educational Welfare Officer, Jigsaw4U, and Family support service, Portage, Early Years support advisors, Social Services, Young Carers service, private educational psychologists, and therapists.

Joseph Hood also work in collaboration with COGNUS (Sutton SEN) and Achieving for Children (Kingston SEN) as appropriate.

5. Evaluation of SEND in Joseph Hood Primary by the Governing Body.

The Headteacher and SENDCO keep the Governing Body informed about all SEND matters – such as, the number of pupils on the SEN Register, the number of EHC plans and provision for those pupils, provision across the school, resources, funding,

employment and use of Teaching Assistants, progress made by pupils with SEND and parts of the School Development Plan related to SEND.

SEND appears as an item on the agenda at Governing Body meetings at least once per year and at the Finance Sub Committee. Governors have been involved in training for SEND and there is a named Governor responsible for SEND.

The SENDCO and SEND Governor have regular meetings.

SECTION F: STORING AND MANAGING INFORMATION

Information at Joseph Hood is stored in line with Merton and Joseph Hood Primary School policies on Management of Information and Freedom of Information.

All staff are aware of sharing information on a 'need to know' basis.

Class teachers have the most recent and relevant documents stored in their classrooms.

More sensitive information is stored in locked filing cabinets in the SENDCO's office.

The School Safeguarding team stores referrals to the Children and Families Service on My Concern – a secure recording platform which is used across the school.

Medical care plans are available for relevant pupils in their classroom and in the school office in case of emergency.

Reviewing the Policy

This policy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and placed on the school web site.

Reviewed 16.09.2025 by Ms Wendy Shepard SENDCO / Assistant Head

Seen by SEND Governor: Harriet O'Connor

Date: October 2025

Review Date September 2027

Signed by Wendy Shepard

Date 16.09.2025