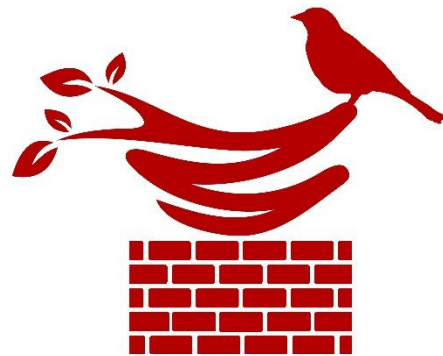


Juniper Hill School

SEND Policy



Kindness Enjoyment Achievement

Reviewed March 2026

Policy review date: March 2027









This policy will be reviewed annually and when needed in accordance with school development and changes in legislation.

1) Introduction





At Juniper Hill School we are committed to the implementation of special educational needs and disability (SEND) support across the curriculum. It is not a peripheral activity but part of the mainstream curriculum delivered to all pupils and is the responsibility of all teachers.

The principle that **all** pupils should receive a broad and balanced curriculum, relevant to their individual needs, is established in law. Every teacher is a teacher of every child, including those with Special Educational Needs. Juniper Hill School utilises different methods and tools to present learning opportunities to children and carefully differentiates tasks and outcomes to match individual needs. Quality First Teaching aims to reduce the need for specialist support; however, we recognise that there will still be some children that need provision that is **additional to** or **different from** that encompassed by Quality First Teaching. Juniper Hill School has an Additionally Resourced Unit (ARU) for children with SEMH (Social, Emotional & Mental Health) that have suffered Adverse Childhood Experiences and have Developmental Trauma and Attachment needs.




Within this context the school seeks to educate all pupils including those with SEND, by recognising:



-  Individual needs, talents, gifts,
-  Circumstances, difficulties and disabilities
-  Identify barriers to learning and participation and provide appropriately to meet a diversity of needs,
-  Ensuring any discrimination or prejudice is eradicated
-  Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional,
-  Behavioural, specific or general learning needs
-  Promote continuity of approach through step-by-step attention to individual needs and provide appropriate resources, both human and material and ensure their best and full use
-  Guide and support all school staff, governors and parents on SEND issues

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and with due regard to the:

-  Equality Act 2010 (Updated June 2015)
-  Children and Families Act 2014
-  Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (Updated August 2017)
-  Teaching Standards 2012

It should be read in conjunction with

-  Accessibility Plan
-  Juniper Hill School Annual SEND Report
-  Anti-Bullying Policy

-  Safeguarding Policy
-  Relational Policy

2) Aims and Objectives

The Governors and staff of Juniper Hill School recognise that all children have the right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can achieve their best and become confident, independent individuals. High quality classroom teaching is the primary intervention; however, some pupils require more support than others and this may be for a short period to help overcome temporary needs or last throughout their time in the school. In particular, we endeavour to:

1. Implement the guidance provided in the SEND Code of Practice, 2015, the Special Educational Needs and Disability Act (SENDA 2001) and other relevant national and local legislation and recommendations
2. Recognise, value and celebrate every pupils' achievements
3. Promote individual confidence and a positive attitude
4. Help pupils to develop their individual personalities, skills and abilities
5. Ensure all pupils have access to an appropriately differentiated curriculum that demonstrates progression in learning
6. Provide appropriate teaching which makes learning challenging and enjoyable
7. Offer equality of educational opportunity in all aspects of the school's provision
8. Identify and provide for pupils who have special educational needs and additional needs
9. Identify, assess, record and regularly review pupils' progress and needs
10. Involve children and parents in planning and decision making that affects them
11. Work collaboratively with parents, other professionals and external support agencies
12. Provide support, training and advice for all staff working with pupils with special educational needs and disability
13. Ensure that the school SEND policy is implemented and maintained by all staff and governors.

3) Definition of SEND

Children have special educational needs and disabilities if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have:

'... significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally available for others of the same age in a mainstream setting in EnglandHealth care provision or social care provision which educates or trains a child or young person is to be treated as a special educational provision.' SEND Code of Practice 2015.

A pupil has a disability if he or she has: *'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.'* Equalities Act 2010.

A pupil with a disability will also be considered to have a special educational need if the disability prevents or hinders them from otherwise making use of educational facilities. Pupils with a disability do not necessarily have a special educational need.

4) Roles and Responsibilities

The provision for pupils with special educational needs is a matter for the school as a whole. Every teacher is a teacher of children with special educational needs and is therefore responsible for the day to day differentiation necessary to include all children in all areas of the curriculum. The school champions all children with SEN. Provision is coordinated by an Assistant Headteacher for SEN / Inclusion who coordinate provision and management of SEND in conjunction with senior leaders, class teachers, learning support assistants and relevant external agencies/ professionals.

The Governing Body in cooperation with the Headteacher has a legal responsibility to monitor the policy and provision for pupils with SEND. This will include ensuring that all staff are made aware of their responsibility for helping to identify, assess and provide for any child's SEND. The SENDCo liaises regularly with the designated SEND Governor/s to ensure that the Governing Body is informed regarding the needs and progress of pupils on the SEND Support List.

Responsibilities of the Governing Body are to ensure that:

1. The necessary provision is made for pupils with SEND, a report being made at each Staff and Pupil Welfare Committee meeting
2. Staff and all those who have contact with pupils are aware of the need to identify and provide for pupils with SEND pupils and to include them as far as possible in the activities of the school, together with other children
3. They report annually to parents on the implementation of the school's SEND Policy, which should include any significant changes and information on how resources have been allocated to children with special educational needs or a disability over the year
4. There is a SEND annual report, yearly action plan and that SEND is integral to the School Evaluation and Development Plan.

The Headteacher works closely with the SENDCo and is responsible for:

1. Ensuring that the needs of all pupils are met
2. Setting objectives and priorities in the School Development Plan (SDP), which includes SEND
3. Setting a SEND budget within the school's overall financial resources
4. Ensuring the Notional and SSA funding is allocated appropriately
5. Keeping the Governing Body fully informed of SEND issues and providing an annual SEND information report in line with the specified content at section 6.79 of the SEND Code of Practice (2015)
6. The deployment of all resources relating to SEND within the school

Responsibilities of the SENDCo:

1. Overseeing the day to day operation of the school's SEND policy
2. Coordinating the provision for pupils with SEND
3. Supporting the professional development of all staff to ensure an agreed and consistent approach is adopted
4. Liaising with and advising school staff on a graduated approach to providing SEND support
5. Observe and assess pupils with learning difficulties
6. Supporting teachers in the planning, implementation and management of SEND Support Plans and Education, Health and Care Plans (EHCP)
7. Liaising and meeting with school staff, parents and children with SEND so they are partners in the planning and decision-making process
8. Liaising with external agencies, arranging meetings and providing a link between these agencies, children, class teachers and parents
9. Updating and maintaining the SEND Support List and pupil records
10. Monitoring and evaluation of SEND progress through tracking documents
11. Managing, liaising with and training all SEND teaching assistants
12. Coordinating annual review meetings for pupils with a Statement of SEN and/or EHCP.
13. Liaising with SENDCos in feeder/transfer schools to help provide a smooth and positive transition.

All class teachers are teachers of pupils with special educational needs. The needs of the majority of pupils will be met by the class teacher. Under the SEND Code of practice 2015: 0-25, teachers are responsible for:

1. Regular monitoring and reviewing of the progress and development of the pupils in their class to aid the early identification of pupils who are failing to make adequate progress
2. High quality teaching, differentiated for individual pupils
3. Retaining responsibility for pupils when they are working away from the main class and working closely with LSAs or specialist staff to plan and assess the impact of support/interventions and how they can be linked to classroom teaching
4. Keeping a class or year group provision map of interventions and strategies used for all pupils failing to make adequate progress
5. Gathering information and working in partnership with parents by keeping them informed
6. Reviewing SEND Support /EHCPs with parents, the pupil and SENDCo within the required time scales and keeping a record of the outcome
7. Working closely with the SENDCo to identify provisions and strategies
8. Sharing appropriate information or professional reports with members of staff who work with pupils in their class
9. Being aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils.

Responsibilities of Learning Support Assistants:







1. Support the SENDCo and teacher with the inclusion of pupils with SEND within the class
2. Implement and monitor provision to enable access to a broad and balanced curriculum
3. Be aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
4. Feedback to class teachers and SENDCo regarding pupils' responses to tasks and strategies.
5. Keep accurate and up to date records of all interventions and support given to support the monitoring process

Lunchtime supervisors are given any necessary information relating to the supervision of pupils during the midday session. They may meet with the SENDCo in relation to behaviour management and other issues for particular pupils.

5) Coordinating and Managing Provision:

At Juniper Hill School, we are passionate about the following:

1. Sharing of expertise is welcomed and encouraged
2. SEND is a part of the School Development Plan and will be included as appropriate
3. SEND is reviewed regularly at staff meetings
4. Teachers will regularly review SEN Support plan targets and provision to ensure it is still appropriate to a child's needs.
5. Parents are invited to collaborate on the production of SEN support plans
6. There is regular informal contact between staff to monitor individual pupils and discuss concerns
7. Pupils are involved as far as practicable in discussions about their targets and provision
8. SENDCo ensures that the following information is easily accessible to staff:

-  SEND Policy
-  SEND Support List
-  EHCP Documentation
-  Internal arrangements for SEND, including a clear description of the responsibilities of all staff
-  All teaching staff and support staff have access to Provision Map to ensure that they have full oversight of current and historical targets and provisions for individual pupils
-  Professional reports are shared with relevant staff where appropriate and relate to SEND needs

6) Admission Arrangements

Juniper Hill School is fully inclusive. Admission arrangements for children with SEND are in accordance with the Admissions Code of Practice. Where a child has previously been identified as having SEND or already has an EHCP (Education, Health & Care Plan), close links and liaison will be made with feeder/transfer schools and parents.

If a child has an EHCP and would like to be considered for admission to Juniper Hill School, then a formal consultation should be made from the Local Authority SEN team who oversee the child's EHCP. The school will then assess if needs can be met and a formal response to the consultation issued.

Admission to The Nest SEMH Provision

In order to be considered for admission to the schools 12 place SEMH Unit, a child must have a primary need of SEMH (Social, Emotional and Mental Health Needs) through experiencing Developmental Trauma. There needs to be demonstrable history of ACE's (Adverse Childhood Experiences), children may hold Looked After Child status or Post Looked After Child status. The SEMH Unit is unable to meet the needs for pupils with a primary need of Autistic Spectrum Disorder (ASD) and other Neurodiversity needs. For admission to The Nest, a formal consultation from the Local Authority who oversee the EHCP will need to be sent to the school for assessment to whether the child's SEN needs can be met. Admission requests to The Nest can be made at any time.

7) Specialisms and Special Facilities:

At Juniper Hill School:

1. All teaching staff are experienced and able to teach pupils with SEND
2. Staff training is made available where necessary and appropriate, this may be at a whole school level or on an individual basis e.g. from the Specialist Teaching service, physiotherapy team or Speech & Language therapy team
3. Differentiated resources are used to ensure access to the curriculum
4. Staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we endeavour to ensure that other pupils understand and respond with sensitivity
5. Pupil support aims to encourage as much independence as possible, within a safe and caring environment
6. Access to the expertise of Buckinghamshire County Council services and other agencies are available if required

8) Allocation of Resources:

The Headteacher, SENDCo and the Governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting Statement of SEND or EHCP. The school has a continuing commitment to purchase

appropriate resources for pupils with SEND. Delegated funding for pupils with a Statement of SEN or an EHCP is mainly used to pay salaries for staff who support these pupils. Other devolved funding is allocated to support the needs of other pupils with SEND. Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the SEND pupils. The Local Authority may provide top-up funding if applied for through the High Needs Block Funding Form.

9) Identification, Assessment and Review:

The SEND Code of Practice (2015) puts class teachers at the heart of pupil progress and identification of need through a diagnostic graduated approach.

Reception class teachers and the SENDCo liaise with feeder nurseries and pre-schools to ensure that the needs of all pupils with identified SEND are known prior to entry. Pupils with SEND are invited to attend additional induction sessions if necessary.

All pupils are assessed on entry by the class teacher and at regular intervals throughout the academic year. Where progress is slow, the first response is high quality, targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND. All those working with a pupil causing concern are alerted to emerging difficulties and measures are taken to support the pupil's needs. The class teacher records and monitors the interventions, adjustments and steps taken to secure progress as part of a targeted quality first teaching approach. Advice and support from the SENDCo may be sought at this stage.

Teaching and pupil progress is monitored by Class Teachers, Middle Leaders and the Senior Leadership Team on a termly basis. The Assistant Headteacher for Standards and Attainment will also support the monitoring of progress of SEND children on the Insight data tracker. If a pupil's progress is significantly below expectations and it is demonstrated that quality first teaching methods, including appropriate differentiation, interventions and personalised teaching strategies have failed to secure progress, an initial cause for concern record is completed by the class teacher and given to the SENDCo.

The SENDCo evaluates the information provided and additional advice may be offered. Further information is gathered via a discussion with the pupil and parents. Juniper Hill School recognises that parents know their child best so we ensure that their views are listened to and understood. Additional assessments may be carried out by the SENDCo, which could include requesting a specialist assessment by an external professional.

When considering whether special educational provision is required, a desired outcome will be determined. This will include the expected progress and attainment of the pupil, alongside the views and wishes of both parents and pupils.

Criteria for identifying SEND may include:

1. A pupil's early history and/or parental concern
2. A low entry profile

3. A pupil's lack of progress measured against others given the same baseline, despite receiving quality first teaching and a differentiated curriculum
4. Failure to diminish the difference between the pupil's attainment and that of their peers
5. If a pupil requires significantly greater attention in class due to behavioural/learning difficulties
6. A pupil who requires specialist material/equipment or support for a sensory/physical disability or impairment
7. Diagnosis by a medical professional
8. Assessment reports provided by external agencies e.g. Paediatrician, Speech and Language therapist (SALT), Occupational Therapist (OT), Physiotherapy.

If the SENDCo and Headteacher, along with involved external professionals, agree that a pupil has a special educational need, the pupil's name will be added to Juniper Hill School's SEND Support List after discussion with the parents and if the parents are in agreement.

Following the identification and assessment process, the SENDCo will arrange an information gathering meeting with any outside agencies, the class teacher, parents and pupil, to consider a range of teaching approaches and interventions to reduce barriers to learning and to support pupil progress. A SEND Support Plan or Individual Provision Plan will be compiled by the class teacher with support from the SENDCo.

When a child is identified as needing SEND support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (2015). Regular monitoring and recording of progress against the outcomes is the responsibility of the class teacher, supported by the SENDCo.

A Graduated Approach to SEND Support:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Juniper Hill School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. 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 done through staff training carried out by the SENDCo and using external agencies where necessary.

Most pupils' needs will be able to be support under Universal Provision (UP). This can be done without the need for a SEN support plan. A child may require short blocks of interventions in certain areas such as timetable recall, spelling practice, additional phonics, speech sounds or a social skills group. If progress is slower than expected or a child's needs are deemed more long term and require increasing amounts of intervention to be put in place, they may move to a SEN support plan.

Pupils may also receive long term provision such as adaptations to the learning environment including: using a standing desk, eating lunch in a small group, sitting with an adult during assembly, using a laptop in class or using supported scribing. This does not always require an SEN support plan and falls under UP.

Where a pupil is identified as having SEND, action is taken to remove barriers to learning and effective special educational provision is put in place. This SEND support takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

The four key actions are:

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment is reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

Where it is decided SEND provision is necessary, the pupil will be formally recorded on the SEND Register and a SEND Support Plan or Individual Provision Plan may be drawn up. The SENDCo, with input from the child, parent and class teacher will draw up the plan which details the adjustments, interventions, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The class teacher, with support from the SENDCo and in consultation with the parents and the pupil, will be responsible for implementing the SEND Support Plan. Parents are made fully aware of the planned support and interventions and it is expected that parents reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they still retain responsibility for the pupil. Working closely with any teaching assistants or specialist staff involved, teachers plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class teacher where necessary in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. This feeds back into the analysis of the pupil's needs. The class teacher will revise the support in light of the pupil's progress and development, and, working with the SENDCo, decides on any changes to the support and outcomes in consultation with the parent and pupil.

The SENDCo identifies the pupil's needs using four broad categories. However, pupils may have needs that span two or more of these:

Area of Need	Difficulty
Communication and Interaction	Speech, language and communication difficulties or disorders Autistic Spectrum Disorder (ASD), including High Functioning Autism
Cognition and Learning	Significant learning difficulties in relation to pupils of the same age Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Specific Learning Difficulties (SpLD) e.g. dyslexia, developmental co-ordination disorder, dyscalculia
Social, Emotional and Mental Health	Behaviour reflecting underlying mental health difficulties e.g. anxiety or depression. Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Needs & Developmental Trauma
Sensory and/or Physical	Hearing or visual impairment Physical disability Multi-sensory impairment

If a pupil fails to make expected progress, despite high quality targeted SEND support equating to 13½ hours or £6,000, the SENDCo may request High Needs Block Funding to finance additional support in the short term. Alternatively, the school or parents may consider requesting a statutory assessment by the Local Authority for an Education, Health and Care Plan. The appropriate forms, demonstrating evidence of action taken by the school, will be completed in partnership with the SENDCo, parents, pupil, class teacher and anyone else involved in working with the pupil, and submitted to the Local Authority.

The progress and provision for all pupils with an EHCP will be closely monitored, reviewed and coordinated by the SENDCo. Annual reviews for pupils with an EHCP will be managed by the SENDCo using a person-centred approach at least every twelve months.

Juniper Hill School has a caring, nurturing ethos, where the emotional and social development of all its pupils is held in high regard. Pupils with social, emotional and mental health needs are supported through various avenues which may include:

1. Circle time
2. PSHE and Life Skills lessons
3. Encouragement to share their feelings and concerns with the class teacher/ nominated adult
4. Social skills groups/ Zones of Regulation Groups
5. Participation in an ELSA group
6. Access to the school's Behaviour Mentor where appropriate
7. Referral to Child and Adolescent Mental Health Service (CAMHS) for specialist support.
7. Access to Play Therapy where appropriate
8. Referral to the PRU (Pupil Referral Unit) where appropriate

The school has a designated Mental Health Lead, who has undertaken the relevant training. The assistant Headteacher for Inclusion has also undertaken Mental Health Lead training. They work with the SENDCo and Headteacher to help monitor and support provision across the school.

The school endeavours to make sure there is a positive portrayal of disabled people through displays and resources in the school. It is understood that children with SEN or disability are at an increased risk of being bullied. Any incidents of bullying or derogatory name-calling relating to a child's SEN or disability are treated seriously under the school's Anti-Bullying Policy. Circle Time and the PSHE curriculum are used to raise awareness of issues relating to disability equality in school and in the wider community.

All Teachers and Learning Support Assistants modify teaching and learning appropriately and make reasonable adjustments for pupils with disabilities, which may include allowing additional time for children to complete specific tasks. In their planning, teachers ensure that they provide children with disabilities the opportunity to develop skills in practical aspects of the curriculum. Juniper Hill School follows nationally recognised assessment systems which can include the Early Years Profile, NFER standardised scores, SATS scores and a range of additional assessments that can be run if there are concerns about a child's cognitive profile. In order to ensure accurate assessments are made, teachers moderate and standardise samples of pupils' work and achievement across the curriculum each term. For further details, please refer to our Assessment Policy.

10) Supporting Pupils with Medical Conditions

Where pupils with SEND also have medical needs, their provision is planned and coordinated through the pupil's SEND Support Plan, EHCP, or Individual Healthcare Plan. Juniper Hill School gives regard to the statutory guidance 'Supporting Pupils at School with Medical Conditions' (2015). Further information is available in Juniper Hill School's Supporting Pupils at School with Medical Conditions Policy.

Accessibility/ Facilities

Juniper Hill School has a flat site which incorporates ramps, accessible toilets, hoists and changing facilities for children who have physical disabilities. Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to ensure their safety in the event of a fire or other emergency.

Statutory Responsibilities

The statutory responsibilities for schools can be found at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf

11) Safeguarding

Adults who work with children and young people with SEND should be aware of the additional needs' children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

Staff should follow reporting procedures if they have any concern about a child who they suspect may be experiencing or at risk from experiencing abuse- See Child Protection Policy

Communication barriers

Children and young people with speech, language and communication needs (including those who are d/Deaf, or have a learning disability or physical disability) face extra barriers when it comes to sharing their worries and concerns.

- Adults may have difficulty understanding a child's speech so they may not realise when a child is trying to tell them about abuse.
- Adults may not have the knowledge and skills to communicate non-verbally with a child, which can make it harder for children to share their thoughts and feelings.
- Communicating solely with parents or carers may pose a risk if the child is being abused by their parent or carer.
- It can be difficult to teach messages about what abuse is or how to keep safe to children with communication needs. Without this knowledge children may not

recognise that they are being abused or won't know how to describe what's happening to them.

Misunderstanding the signs of abuse:

It's not always easy to spot the signs of abuse. In some cases, adults may mistake the indicators of abuse for signs of a child's disability.

- A child experiencing abuse or attempting to disclose abuse may self-harm or display inappropriate sexual behaviour or other repetitive and challenging behaviours.
- If this is misinterpreted as part of a child's disability or health condition rather than an indicator of abuse, it can prevent adults from acting.
- Injuries such as bruising may not raise the same level of concern as they would if seen on a non-disabled child.
- Adults may assume that bruising was self-inflicted or caused by disability equipment or problems with mobility.

Lack of education on staying safe:

- Personal safety programmes and relationships and sex education (RSE) are not always made accessible to d/Deaf and disabled children, and not always taught in special schools. This can be for a number of reasons:
 - Teachers may not realise they need to teach RSE to children with disabilities
 - Parents and professionals may think young people with learning disabilities shouldn't have relationships or sex.
 - Teachers may feel they need more training about how to deliver RSE to children with disabilities.
 - School governors may not approve RSE being taught in a different, more accessible way.
 - Sex and relationships education may not be taught in a way that makes sense to young people with learning disabilities.

Disabled children may have less contact with other people than non-disabled children, because they have:

- Fewer out of school opportunities than their peers
- Fewer opportunities for spontaneous fun with friends
- Less access to transport
- Less provision for appropriate toilets and changing facilities
- Need carers to take them out
- Have restricted independence because they use a wheelchair or require a sign language interpreter
- Live away from home at a residential school.

Disabled children and their families may have limited access to support systems. Support may not be available due to lack of funding or it may not be appropriate for the child's physical, emotional or cultural needs. This can make it difficult for parents to provide the care their child needs and add to the pressure of caring for a disabled child.

Dependency on others

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care. This can increase the opportunity for an abusive adult to be alone with a child.

If a child is abused by a carer they rely on, they may be more reluctant to disclose abuse for fear that the support service will stop.

Caring for a child with little or no support can put families under stress. This can make it difficult for parents to provide the care their child needs and can lead to a child being abused or neglected.

Inadequate support

It can be difficult for any child who has experienced abuse to get the support they need, but disabled children may face extra problems.

- Disabled children are less likely to tell someone about experiencing abuse and more likely to delay telling someone than their non-disabled peers
- Adults may not understand or respond to a disabled child's safeguarding needs.
- Communication barriers may prevent adults fully understanding what the child is telling them.
- Some adults may not focus on a disabled child's views.
- If abuse is reported to the police and/or children's social care, the response may be affected if professionals lack skills or experience in working with disabled children.

12) Curriculum Access and Inclusion

Staff provide a differentiated curriculum suitable for all the pupils in their class, to ensure access at all levels.

Provision for SEND:

1. Pupils at SEND Support and those with EHCPs will be supported by the Class Teacher and Learning Support Assistants.
2. Under the supervision of the Class Teacher, pupils may be withdrawn to work in small booster groups with Learning Support Assistants.
3. Trained members of staff offer a range of SALT programmes with targets set by the school's link NHS speech and language therapist or the schools commissioned speech and language therapist
4. Parents may be asked to support and reinforce group activities and alternative homework set.
5. Selected pupils may be withdrawn to work in very small focus groups or individually with outside professionals. This provision must be flexible and relevant to the needs of the child, with criteria for inclusion clearly specified. Short term, targeted interventions are monitored and measured to demonstrate the greatest possible progress. Withdrawal must not jeopardise the child's right to a broad and balanced curriculum.
6. Children who are placed within the Nest provision will follow the national curriculum objectives but this will be an adapted curriculum that also has a strong therapeutic focus to help them regulate and begin to process Adverse Childhood Experiences. This will be adapted to individual needs.

13) Staff Development:

1. The school is committed to increasing staff expertise in all areas of SEND
2. Regular training sessions are held for Teaching Assistants
3. SENDCo attends the meetings of the local SEND liaison groups and outside agency groups
4. SENDCo/Teacher meetings, and reading and discussion of documentation are considered to be part of staff development
5. SENDCo and other staff attend Local Authority meetings and INSET when relevant
6. Newly appointed teaching and learning support staff meet the SENDCo to discuss SEND procedures.

14) Links with Other Agencies, Organisations and Support Services:

The school has access to a wide range of education, health and social care services, which offer guidance to support children with SEND. This includes the Specialist Teaching Service: Cognition and Learning Needs, Communication and Interaction, Visual and Hearing Impaired and support for pupils with Physical Disabilities. Health specialists such as Occupational Therapists, Physiotherapists and Speech and Language Therapists may visit regularly to support children with an EHCP. It also includes the Education Psychology Service and Pupil Referral Unit. We are committed to using the expertise and advice provided by other professionals. With parental permission, referral forms can be completed to request formal assessments if appropriate.

15) Partnership with Parents:

Staff at Juniper Hill School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with the class teacher as they arise.

Parents have the right to access any end of year report of their child's progress and are encouraged to contribute.

Parents' evenings are held twice a year with an optional meeting in the Summer Term. In addition, parents are welcome to visit or arrange meetings at other times to discuss any aspect of their child's progress with class teacher or SENDCo.

16) The Voice of the Child:

All pupils should be involved in making decisions, where possible, from the start of their education. They should be encouraged to express their opinions, according to their age and maturity. They are given the opportunity to practise making choices and to understand that their views matter as part of the process of the shared responsibility of meeting SEND.

Juniper Hill School encourages pupils to participate in their learning by:

1. Contributing to reviews and targets (formally or informally)
2. Completing annual pupil voice forms

3. Talking to Learning Support Assistants and Class Teachers
4. School, class and individual reward systems.

17) Links with Other Schools and Transfer Arrangements:

Transfer and links with other schools:

1. SEND records are transferred following Local Authority procedures
2. There are opportunities for all pupils to visit their prospective secondary school
3. Where possible, pupils with SEND are given additional visits
4. Staff from local secondary schools are usually available for consultation before the time of transfer
5. Pupils with an EHCP have their documents amended by 15th February in the year of transfer, in accordance with the Year Five Annual Review
6. SEND staff from the secondary school are invited to contribute to the final Annual Review of Year Six pupils with an EHCP
7. Staff from the secondary school may visit to meet pupils before transfer
8. SENDCo and Reception Teachers may visit pre-schools to discuss pupils with SEND in the term before they start school.

Transfer within school:

1. Teachers liaise closely when pupils transfer to another class
2. Dedicated transition meetings are held in the summer term for all classes
3. Pupils who require additional transition support are identified at the beginning of the summer term or earlier
4. Meetings are arranged between all staff involved in monitoring the pupil's progress e.g. SEN support plan review meetings between class teachers and LSA's delivering interventions

18) Arrangements for Complaints:

If a parent is concerned about the additional provision their child is receiving, they should request a meeting with the class teacher in the first instance. The Headteacher and/or the SENDCo may also choose to attend. Parents may request an appointment with the Headteacher or SENDCo directly if necessary. Problems and concerns can usually be resolved amicably on an informal basis. However, if the concern remains unresolved and parents wish to make a formal complaint, they are advised to follow Juniper Hill School's Complaints Policy. Parents may also contact the Governing Body.

It is recommended that parents obtain impartial information and advice on their expectations and entitlements before proceeding down a formal complaints process and the Buckinghamshire SEND Information and Advisory Service (formally Parent Partnership) may be able to help with this.

19) Storing and Managing Information:

Confidentiality

Juniper Hill School is committed to the health and well-being of its pupils and will ensure that staff, parents and pupils can feel confident that any information entrusted is treated sensitively and only shared with the relevant personnel.

Data Protection

Juniper Hill School gathers and uses personal information about staff, pupils, parents and other individuals who come into contact with the school to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

20) Bullying:

Juniper Hill School aims to promote respect, tolerance, co-operation, honesty and kindness between pupils and their peers and between pupils and adults working in the school. Positive attitudes, consistently good behaviour, and mutual respect are most likely to be achieved when there are clear expectations of appropriate standards.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff.

21) Evaluating Success:

The success of the school's SEND policy and provision is evaluated through:

1. Monitoring of classroom practice by the SENDCo and subject coordinators
2. Analysis of pupil tracking data and test results for individual pupils and cohorts
3. Value-added data for pupils on the SEND Support List
4. Termly monitoring of procedures and practice by the SEND governor
5. School self-evaluation
6. Governors' Annual Report to parents, which contains the required information about the implementation and success of the SEND policy
7. Annual SEND review, which evaluates the success of policy and sets new targets for development in an action plan
8. The School Development Plan, which is used for monitoring provision
9. Visits from Buckinghamshire Education Authority personnel and OFSTED inspection arrangements, which enable the evaluation of the success of provision
10. Frequent meetings of pupils, parents outside agencies and staff, both formal and informal, to plan or review SEND Support or EHC Plans, revise provision and celebrate success.

The policy will then be revised and amended accordingly.