Shadsworth Junior School

SEND Policy

Approved by:	Noel Murphy	**Date:**
Last reviewed on:	Autumn Term 2026	
Next review due by:	Autumn Term 2027	

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Every child achieving and thriving (Feb 2026)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document July 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCO in liaison with the SEN Governor, the SLT, all staff, parents and families.

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Shadsworth Junior School, this role is undertaken by Susan Parkinson who will meet regularly with the Head and SENCO.

Headteacher – Mr J. Howarth

The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school.

The SENCO- Victoria Wilkinson has achieved the National Award for SEN (NASENCo award).

The SENCO and the Headteacher will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Headteacher will identify areas for development in special educational needs and contribute to the school's development plan. They will co-ordinate provision for children at SEN Support and for pupils with an Education, Health Care plan.

Every teacher is a teacher of every child including those with SEND. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

Aims

We at Shadsworth Junior School are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement, we:

- **Aim to provide a safe, secure and stimulating environment where high quality teaching and learning takes place.**

- **Aim to raise standards in academic attainment and celebrate achievement in all areas of development by providing the best educational experiences possible for all children in the school.**

- **Encourage all our pupils to achieve to their fullest potential in order to take an active part in the world in which they live and face the opportunities and challenges this presents.**

- **Promote positive relationships and social development and we expect everyone to be valued and treated with respect.**

Objectives

In order to achieve our aims we will:

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provided in the SEN Code of Practice, 2014
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy
- Provide support and advice for all staff working with special educational needs pupils

Types of SEN

SEN is divided into four areas:

- **Communication and Interaction** – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health** – this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** – this includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.
Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.
Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN.

Identifying and assessing SEN for children whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Disability

Children who have SEN may have a disability under the Equality Act 2010 – that is '…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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a disadvantage compared with their peers.

The school's Equality Policy and Objectives and the Accessibility Plan can be found on the school website.

Resources

The governors will ensure that the needs of pupils are met by employing a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN policy. The Headteacher and SENCO will use the child's Education Health Care Plan and LA funding to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support identified pupils.

Time will be allocated for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The governors will ensure that money is set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training.

Identification, Assessment, Reviews

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of support. This response is seen as action that is **additional** to and **different from** the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEN. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Reviews of pupils on the SEN register take place three times a year. For pupils with Education, Health, Care plans (formerly Statements and IPRAs), an annual review meeting has to be held in addition to this.

A Graduated Approach to SEN Support

At Shadsworth Juniors, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- A focussed lesson structure with clear objectives and steps to success
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to engage and motivate pupils.

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. High quality teaching, adapted for individuals, is the first step in responding to pupils who have or may have SEN; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEN and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, regularly assess the progress of all pupils. These assessments identify pupils making less than expected progress taking into account their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEN, schools should act to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle 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. It draws on more detailed

approaches, more frequent review and more specialist expertise in successive cycles, in order to match interventions to the SEN of children.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. There should be a clear date for review.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The class teacher will remain 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 or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher 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 will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support

in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in co-operation with the school, will review that plan as a minimum every twelve months.

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

- Monitoring of classroom practice by the Headteacher, Deputy Head and SENCO
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the SEN governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

MANAGING PUPILS' NEEDS ON THE SEN REGISTER

In order to ensure that children with special educational needs achieve their full potential and make progress we will:

1) Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.

In order for this to happen we will:

- Ensure that pupils are involved in the reviews and planning of targets for their IEPs.

2) Ensure good working relationships with parents, carers and the community.

In order for this to happen we will:

- Review and discuss IEP targets with parents
- Organise as necessary, parental meetings / workshops specifically related to special educational needs.
- Induction procedures to include an SEN focus so as to ensure that new parents are confident to share special educational needs information about their children.

3) Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.

In order for this to happen we will:

- Provide a wide range of special educational needs resources which is accessible to class teachers;
- Provide specialised, small group SEN intervention work which is evaluated each term.
- Review and assess intervention programmes on a termly basis for all pupils in the school

- Consider effectiveness of the curriculum offered to pupils with special educational needs;
- Improve teachers' ability to differentiate the curriculum and to make more effective use of class based SSA's.
- Planning for each lesson will consider the needs of individual pupils on the SEN register.

4) Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.

In order for this to happen we will:

- Use tracking data to identify pupils for inclusion on the SEN register ie those pupils who are falling below age related expectations or not making two sub levels progress over a period of twelve months.
- Use the SEN toolkit as an assessment tool for levelling pupils who are working outside National Curriculum levels.
- Make referrals to the SEND Support Service, Educational Psychologist and other relevant agencies as and when necessary.
- Regular SEN meetings to identify pupils who require additional support.

5) Ensure all teaching and non-teaching staff is involved in planning and meeting the learning needs of special educational needs pupils.

In order for this to happen we will:

- Ensure all staff are familiar with the SEN Code of Practice and any changes in statutory requirements alongside the graduated response in meeting pupils needs;
- SSAs to record their work and discuss with class teachers, their individual and groups of pupils as well as to contribute to IEP reviews.

6) Ensure that the school liaises with special schools, outside agencies effectively to meet the needs of staff and pupils

In order for this to happen we will:

- Provide written and/or oral communication between outside agencies and the class teacher.
- Match needs of pupils at School Support and with Education Health Care Plans (formerly IPRAs and Statements) to the appropriate outside agency.

There are three levels of support for pupils with SEN:

- **Universal level** funding is provided on a per-learner basis for all those attending Shadsworth Junior School. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.

- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.

- **Specialist** or **personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil

It is important to note that the level and combinations of provision may change over time.

Specialist Support
School may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Education, Health and Care Needs Assessments
Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Criteria for exiting the SEN Register
If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting Pupils and Families
If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. At all stages of the special needs process, the school will keep parents fully informed and involved. The class teacher will inform parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. We will take account of the wishes, feelings and knowledge of parents at all stages and will encourage parents to make an active contribution to their child's education.

We inform parents on a termly basis about their child's IEP and actively seek their views regarding this educational plan. Parents also have the opportunity to discuss their child's special educational needs either through appointment or during the twice yearly parents evening. We inform parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

As part of the Code of Practice 2014, Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled. For further information about our SEN information report please refer to the school's website: http://shadsworthjuniorschool.org.uk

Supporting Pupils at School with Medical Conditions

The person who is responsible for managing the needs of children with medical conditions in school is Mrs McAulay.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found under the "Polices" tab on the school website: http://shadsworthjuniorschool.org.uk

Training and Resources

The governors will ensure that they are kept fully informed of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENCO. The SENCO and Headteacher will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop her skills through attendance at specialist training discussions with outside specialists, reading and through professional development. The English and Maths co-ordinators will review SEND provision within their subjects regularly. They will liaise fully with the SENCO. Other teaching staff will be kept up to date informally by the Headteacher/SENCO and formally at staff meetings and training.

Non-teaching staff that support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated through the SENCO or specialist training.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole.

The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- Parents are notified if the school decides to make SEND provision for their child
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Head Teacher** is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Working closely with the SENCO
- The deployment of all special educational needs personnel within the school
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole
- Responsibility for child protection and safeguarding

The **special educational needs co-ordinator** (SENCO) is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating the provision for pupils with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs
- Carrying out assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, drawing up Pupil Profiles, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records

- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc
- Contributing to the in-service training of staff
- Liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Pupil Well-being Co-ordinator (Mr Mooney) is responsible for:

- Managing LAC (Looked After Children)
- Working with children and families on a CAF (Common Assessment Framework) through multi-agency meetings
- Liaising with Social Services
- Liaising with Family Support Workers

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Directly liaising with parents of children with SEND

Teaching Assistants should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedures for giving feedback to teachers about pupils' progress
- Follow plans and directions given by the class teacher

TAs work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored with their Pupil File which is stored in the SENCOs office. SEND records will be passed on to a child's next setting when he or she leaves Shadsworth Junior School. The school has a Confidentiality policy which applies to all written pupil records.

Access to the full life of the School

The school will ensure:

- That children with special educational needs will receive homework, as all other children in school, but that this takes appropriate account of their specific special needs.
- That children with special educational needs will be included in school trips & clubs as all other children in school, & that any necessary provision for them will be made.
- That children with special educational needs will be included in school swimming or other sporting activities, as all other children in school, & that any necessary provision for them will be made.
- That children with special educational needs will be included in school assemblies, as all other children in school, & that any necessary provision for them will be made.
- That children with special educational needs will be included in school teams, as all other children in school, & that any necessary provision for them will be made.
- That children with special educational needs will be included in school plays or productions, as all other children in school, & that any necessary provision for them will be made.

Transfer Arrangements - (Y6 to Y7)

When children transfer from Shadsworth Juniors, great efforts are made to make sure this transition is as smooth as possible. All documentation relating to children with special educational needs is passed on to the receiving high school / special school. In most cases the head of Y7 will discuss a child's particular needs with the class teacher, SENCO & Head at Shadsworth Juniors. For children with EHCPs, reviews will take place during the summer term year 5; parents will be encouraged to start visiting secondary schools in the area so as to make an informed choice for High School. Year 6 pupils will have an annual review during the autumn term and a transition meeting between the school SENCO's will take place at the beginning of the summer term in order to make transfer to High School as smooth as possible.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will discuss the provision further with the parent. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty the parent's concerns should be put in writing to the SEND Governor.

Linked Policies/Documents

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure

- Use of Force & Restraint policy
- Managing Medical Conditions in School policy
- Personal Care policy