

Special Educational Needs and Disability (SEND) Policy

Kempshott Junior School

Policy Ratified by Governing Body	5 th February 2025	Review yearly
Date of Review	Spring 2025	
Date of Next Review	Spring 2026	

Safeguarding Statement

At Kempshott Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Kempshott Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Aims

Our SEND policy (and information report) aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

It is our aim to provide for every individual, the greatest possible access to a broad and balanced education in line with the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, 2014 Ref: DFE-00205-2013 (Code of Practice: CoP) updated Sept 2024. We endeavor for all pupils to access inclusive quality first teaching within the classroom alongside their peers. Intervention for pupils who require additional support should not impact on, the pupil's enjoyment of the full curriculum, or their ability to develop independence. We believe that all pupils can make progress, regardless of any barriers.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO, previous teachers and Learning Support Assistants to 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 and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. Evaluation of pupil academic achievements take place in all curriculum areas in November, February, April and June yearly. Interventions assessment will be conducted to measure impact and designate future interventions.

Definitions

A pupil has SEND if they have a difficulty or disability, which calls for special educational provision to be made for them over and above that of their peers.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Identifying SEND

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Roles and responsibilities

The SENDCO.

The SENDCO is Mrs Sam Clifton

She will:

- Work with the Head Teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Work with children, staff and parents to co-ordinate information sharing including parent workshops, IEP sharing/EHCP meetings/Website information
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans with class teachers
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching including parent workshops, support groups, EHCP meetings, transition meetings etc
- Advise on the graduated approach to providing SEND support/provision
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education and/or next class teacher to ensure pupils and their parents are informed about options and a smooth transition is planned for (Including consideration of transition meetings, visits, social stories, emotional/metal health support)
- Work with the Head Teacher and Governing board to ensure that the school meets its responsibilities under the Equality Act 2010 (Amendments 2023) with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and in accordance with GDPR
- Aid transition of pupils with additional SEND needs between schools Eg Infants to Junior, Junior to Secondary – liaising with relevant staff, parents and children.

The SEND Governor

The SEND Governor is Mrs Cherry Willder

She will:

- Help to raise awareness of SEND issues at Governing Body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Head Teacher

The Head Teacher is Mrs Fiona Craig

She will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The Inclusion Manager.

The Inclusion Officer is Miss Kerry Williams

She will:

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high quality teaching including parent workshops, support groups, EHCP meetings, transition meetings etc
- Advise on the graduated approach to providing additional support
- Work with families when necessary on specific tasks/areas of need
- Support the writing of PSPs, IEPs, Peeps, Transition plans and EHCP annual reviews alongside class teachers and SENCO
- Be one of the points of contact for external agencies, the local authority and its support services
- Work with the Head Teacher, SENDCo and staff to ensure that the school meets its responsibilities under the Equality Act 2010 (Amendments 2023) with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils up to date and in accordance with GDPR
- Support the SENCO in monitoring interventions and their impact

Class teachers

Each class teacher is responsible for:

- The progress and development of **every** pupil in their class
- Oversee the graduated approach (Assess, Plan, Do, Review)
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO and Inclusion Officer to review each pupil's progress and development and decide on any changes to provision
- Ensuring their practice reflects SEND policy and information report
- Keeping any records in line with GDPR
- Meet with parents termly regarding the Individual education plan (IEP)
- Keep regular communications with parents

Learning Support Assistants

Each LSA is responsible for:

- Working closely with the class teacher and SENDCO
- To provide, plan, conduct and assess intervention with the support of the class teacher and SENDCO

- Ensuring their practice reflects SEND policy and information report
- Keeping any records of intervention in line with GDPR

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), (Amendment 2024) which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- Equality Act 2010 (Amendments 2023)
- Read this policy in conjunction with Kempshott Junior School SEND information report.
- Parents can raise concerns with members of staff supporting their child eg. class teacher, Inclusion manager, SENCO or head Teacher. See Kempshott Junior School Complaints policy and procedures.