

Kempshott Junior School
Special Educational Needs and Disability (SEND) Policy

Policy Ratified by Governing Body	25 th March 2026	Review yearly
Date of Review	Spring 2026	
Date of Next Review	Spring 2027	

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 SEND Information Report aim to:

- Set out how Kempshott Junior School will identify, support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of all staff involved in providing for pupils with SEND
- Promote high aspirations and inclusive practice so that all pupils can achieve their best possible outcomes academically, socially and emotionally
- Ensure compliance with current statutory guidance and legislation

Kempshott Junior School is committed to providing every pupil with the greatest possible access to a broad, balanced and ambitious curriculum. This is delivered in line with the **Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE, last updated September 2024)**. [\[gov.uk\]](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92704/SEND_Code_of_Practice_0_to_25_years.pdf)

We endeavour for all pupils to access inclusive, high-quality first teaching within the classroom alongside their peers. Where additional or different provision is required, this will be planned carefully so that it does not negatively impact a pupil's access to the full curriculum, enjoyment of school life, or development of independence.

We believe that **all pupils can make progress**, regardless of any barriers to learning, and that early identification and timely intervention are key to success.

Graduated Approach to SEND Support

We follow the **graduated approach** and the four-part cycle of:

Assess – Plan – Do – Review

The class or subject teacher, supported by the SENDCo, will carry out a clear and thorough analysis of a pupil's needs. This draws on:

- The teacher's assessment and professional experience of the pupil
- Previous progress, attainment and behaviour
- Assessments from other teachers and support staff, where relevant
- Comparison with age-related expectations and national data
- The views, experiences and priorities of parents and carers
- The pupil's own views, wishes and feelings
- Advice from external professionals and support services, where appropriate

Assessment and provision are **reviewed regularly**. Whole-school assessment of academic progress takes place in **November, February, April and June**. Targeted intervention assessments are used to evaluate impact and inform future provision.

Definitions of SEND

A pupil has SEND if they have a **learning difficulty or disability** that calls for **special educational provision** to be made for them.

A pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age; and/or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools

Special educational provision is provision that is **additional to or different from** that made generally for other pupils of the same age in mainstream settings.

Identifying SEND

On entry, and at transition points, we assess pupils' current skills and levels of attainment, building on information from previous settings and key stages.

Class teachers make regular assessments of progress for all pupils and identify pupils whose progress:

- Is significantly slower than that of peers starting from the same baseline
- Does not match or better previous rates of progress
- Does not close the attainment gap
- Widens the attainment gap

This includes progress in areas beyond academic attainment, such as **social communication, emotional regulation and mental health**.

Slow progress or low attainment alone does **not** automatically indicate SEND.

When considering whether special educational provision is required, we start with:

- Clear desired outcomes
- Expected progress and attainment
- The views, wishes and feelings of the pupil and their parents

We then determine whether need can be met through **adaptive quality-first teaching** and **reasonable adjustments**, or whether additional or different provision is necessary.

Roles and Responsibilities

The SENDCo

SENDCo: Mrs Sam Clifton

The SENDCo:

- Works with the Head Teacher and SEND Governor to strategically develop SEND policy and provision
- Has day-to-day responsibility for coordinating SEND provision, including pupils with Education, Health and Care Plans (EHCPs)
- Provides professional guidance to staff to ensure high-quality inclusive teaching
- Oversees the graduated approach to SEND support
- Coordinates information sharing with parents, including meetings, workshops and EHCP processes
- Liaises with external agencies and the Local Authority
- Supports transitions between classes, phases and schools (including visits, transition meetings and emotional support)
- Advises on the effective use of SEND funding and resources
- Ensures compliance with the **Equality Act 2010**, including the duty to make reasonable adjustments
- Ensures SEND records are accurate, up to date and compliant with **UK GDPR and the Data Protection Act 2018**
- Holds, or is working towards, the **statutory SENCO qualification in line with the SEND Regulations (Amendment) 2024** [[legislation.gov.uk](https://www.legislation.gov.uk)]

The SEND Governor

SEND Governor: Mrs Cherry Willder

The SEND Governor:

- Raises SEND issues at Governing Body meetings
- Monitors the effectiveness and impact of SEND provision
- Supports strategic development of SEND policy with the Head Teacher and SENDCo

The Head Teacher

Head Teacher: Mrs Andrea McWilliams-Bowe

The Head Teacher:

- Has overall responsibility for SEND provision and outcomes
- Works with the SENDCo and SEND Governor to ensure statutory duties are met
- Promotes an inclusive, equitable culture across the school

Parent Support Advisor

Parent Support Advisor: Miss Kerry Williams

The Parent Support Advisor:

- Provides professional guidance regarding inclusion and targeted support
- Supports planning and review of IEPs, PSPs, PEEPs, transition plans and EHCP reviews
- Works with families where additional support is required
- Liaises with external agencies
- Supports monitoring of interventions and impact
- Ensures practice complies with equality and data protection legislation

Class Teachers

Class teachers are responsible for:

- The progress and development of all pupils in their class
- Delivering high-quality, inclusive teaching
- Leading the graduated approach for pupils with SEND
- Working closely with LSAs and the SENDCo
- Reviewing progress and adapting provision
- Maintaining accurate records in line with GDPR
- Meeting parents termly to review IEPs
- Maintaining regular communication with families

Learning Support Assistants (LSAs)

LSAs:

- Work under the direction of the class teacher and SENDCo
- Deliver and support targeted interventions
- Contribute to monitoring and reviewing impact
- Maintain accurate, GDPR-compliant records

Legislation and Statutory Guidance

This policy is informed by and complies with:

- **Children and Families Act 2014 (Part 3)**
- **SEND Code of Practice: 0 to 25 years (Updated September 2024)** [[gov.uk](https://www.gov.uk)]
- **Special Educational Needs and Disability Regulations 2014 (as amended 2024)** [legislation.gov.uk]
- **Equality Act 2010**, including school-specific amendments and duties relating to reasonable adjustments [educationh...log.gov.uk]
- **UK GDPR and Data Protection Act 2018**

This policy should be read alongside:

- Kempshott Junior School SEND Information Report
- Complaints Policy
- Accessibility Plan
- Safeguarding and Behaviour Policies

Parents may raise concerns initially with the class teacher, Parent Support Advisor, SENDCo or Head Teacher. Formal complaints will follow the school's Complaints Procedure.