

SEND Policy



Approved by:	Full Governing Body
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1. Aims & Objectives

We aim to provide every child with access to a broad and balanced education within a caring and inclusive setting. This includes the National Curriculum in line with the SEN Code of Practice (2015).

At Meadowhead Juniors we ask that all children and staff demonstrate our four main values, ambition, friendship kindness, teamwork, respect.

This policy was created by the SENDCo and developed through consultation with the Headteacher, Senior Leadership Team and the SEND governor. It is shared with stakeholders through the school website and in some cases, hard copies are shared upon request. It is the responsibility of the SENDCo that this policy is in place and is upheld throughout the school.

Vision

At Meadowhead Junior School, we believe that all children should have access to an inclusive education that enables them to achieve their full potential. We provide a high-quality education, and our curriculum is enriched with real life experiences and encourages children to think imaginatively and make intelligent choices. We pride ourselves in having a hardworking and committed team of professionals who strive to achieve the highest standards possible within a safe, happy and caring environment. We see the education of our children to be a partnership between home and school and we work closely with parents as equal partners to ensure that the children's time Meadowhead Junior School is both enjoyable and successful. A copy of the SEND policy is available on the website.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2015) into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Further information of

All the additional provisions and strategies will be named on a child's Individual Learning Plan or Individual Behaviour Plan.

3. Legislation and guidance

This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014 (updated April 2020). It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014, last updated April 2020
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014, last updated August 2017
- Ofsted Section 5 Inspection Framework, May 2019, last updated July 2022
- Teachers Standards July 2011, last updated December 2021
- National Inclusion Statement ▪ Relevant National Curriculum frameworks/documents
- Keeping Children Safe in Education document September 2024
- Working together to safeguard children 2015, last updated July 2022 Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010. The Department for Education has published a Guide for Parents on the SEND Code of Practice both can be accessed at:

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

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

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- Special educational provision is additional to or different from that made generally for others of the same age.

This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having SEND if they are not making adequate progress despite good quality, differentiated Quality First teaching.

5.2 Disability

The definition of disability under the Equality Act 2010 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 may be expected: '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 SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Ms Hamilton

Our SENDCO will oversee the day- to-day operation of this policy and will:

- Be a qualified teacher working at our school. If our SENDCo has not been employed in this capacity at our school or elsewhere for at least 12 months, he/she will gain statutory accreditation within three years of appointment
- Strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- Maintain and analyse our whole-school provision map for vulnerable and disadvantaged children
- Identify on the provision map those children requiring SEND support from the school's delegated budget, children in receipt of High Needs funding and with Statements of Special Educational Need or Education Health and Care plans
- Co-ordinate provision for children with SEND
- Liaise with and advise teachers and other classroom / targeted support staff
- Manage the records on for children with SEND
- Liaise with parents of children with SEND, in conjunction with class teachers
- Hold SEND support meetings termly to ensure children with SEND have their needs met
- Contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- Review and revise learning and wider outcomes on Pupil Support Plans (PSP)
- Co-ordinate multi agency meetings and statutory Annual Reviews for children with a Statement of SEND or Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners

- Ensure effective and timely transition arrangements for children moving into and out of our school
 - Evaluate regularly the impact and effectiveness of all additional interventions for children with SEND
 - Follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEND may require significant support through statutory processes
 - Attend SENDCo network meetings and training as appropriate
 - Liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with SEND
 - Liaise closely with a range of outside agencies to support vulnerable learners
 - Keep the school website updated to support families of children with SEND
- Share a termly SEND Newsletter to inform parents/carers of any relevant information, school support and wider community support that is on offer.

6.2 The governing board.

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENDCo). The SENDCo is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Children in Care (Mr Newsham) has strategic responsibility for the inclusion of children who are adopted or in Local Authority care and will work in close partnership with the SENDCo where a child may also have SEND. All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited. New staff receive induction, an induction pack and are signposted to our school website. Staff are made fully aware of the SEND Policy and of the children in their care with SEND. All staff have completed the Keeping Children Safe in Education and Safeguarding children training through the LA website or reading the most recent legislation.

6.4 The Headteacher

The Headteacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn.

6.5 Class teachers

Teachers are responsible for the four stages (Assess-Plan-Do-Review) of action with the support and guidance of the SENDCo and specialist staff.

Our teachers will:

- Focus on outcomes for every child and the outcome set from any outside SEND support
- Be responsible for meeting special educational needs under the guidance of the SENDCo and Head Teacher
- Have high aspirations for every child setting clear progress targets and implementing Quality First Teaching
- Involve parents and the child in planning and reviewing progress through SEND support meetings: sharing information, seeking their views and providing regular updates on progress.

Teaching Assistants/Special Support Assistant

- TA/SSA's are part of our whole school approach to SEND working in partnership with the classroom teacher and the SENDCO.
 - We deploy our TA/SSA's depending on their level of experience and the needs of the child.
 - Our TA/SSA's are most effective when the support they give is focused on the achievement of specific outcomes.
 - TA/SSA can be part of a package of support for the individual child but are never to be a substitute for the teacher's involvement with that child.
 - Our TA/SSA's are supported by their class teacher and the SENDCO. Training will be provided where appropriate
- 6.6 Parents or carers Our school believes that families are at the heart of The Graduated Approach and we aim to work in partnership with parents and carers.

We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all children, in particular, those not making expected progress and for some children identified as having SEND
- Involving parents in the monitoring of progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of sources of information, advice and support
- Providing all information in an accessible way for parents with English as an Additional Language
- Producing a SEND Information Report that will be published on the school website
- Publishing information about the Pupil Premium (expenditure & impact) on the school website.
- Parents are consulted at a variety of times during the year through parents' evenings, SEND support meetings, drop in sessions and through the SEND Newsletter and updates

6.7 The Pupil

Our school believes that families are at the heart of The Graduated Approach and we aim to work in partnership with parents and carers.

We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
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- Parents are consulted at a variety of times during the year through parents' evenings, SEND support meetings, drop in sessions and through the SEND Newsletter and updates.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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. If a pupil is joining the school, and: Their previous setting has already identified that they have SEN They are known to external agencies They have an education, health and care plan (EHCP) then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

Our school believes that families are at the heart of The Graduated Approach and we aim to work in partnership with parents and carers.

We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all children, in particular, those not making expected progress and for some children identified as having SEND
- Involving parents in the monitoring of progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process

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- Producing a SEND Information Report that will be published on the school website
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- Parents are consulted at a variety of times during the year through parents' evenings, SEND support meetings, drop-in sessions and through the SEND Newsletter and updates.

8.3 The graduated approach to SEN support

Assess • Plan • Do • Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services may also be considered along with any assessments carried out. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

For more information about the graduated approach, click the link below.

<https://sossen.org.uk/whats-a-graduated-approach/>

8.4 Levels of support

School-based SEN provision Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, Health, and Care Plans [EHCPs]

- a) Following Statutory Assessment, an EHC Plan will be provided by Blackburn with Darwen Local Authority if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with school tracking systems. ILPs will be evaluated, and new targets will be written to ensure the pupil makes progress.

SEND provision and interventions are recorded on an individual provision plan, which are updated when the intervention is changed. These are monitored by the SENDCo/Senior Leadership Team to ensure that pupils have made good progress. This helps to identify whether provision is effective. School will use the following methods to gain a holistic understanding of each child;

- Tracking pupils' progress, including by using provision maps, RAG rated evaluations and support timetables
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans and regular SEND Support meetings
- Gathering feedback from the pupil and their parents at each review or before

Track their progress towards these goals

- Keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

Collaboration between education, health and social care services to provide support is essential in providing the best education for each child.

The school recognises that it will need to seek the support from other professionals that are not employed by school to help to meet the needs of each child.

To do this school will work with external support services such as:

- Educational Psychology Service
- Speech and Language
- Community Paediatric Department
- Inclusion Support Service
- School Nurse
- Occupational Therapist
- School Councillor
- Drawing and talking therapist
- SEND support staff including an ELSA

11. Admission and accessibility arrangements

11.1 Admission arrangements No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school).

11.2 Accessibility arrangements at Meadowhead Junior School, we are committed to providing an education and ethos that positively promotes equality of opportunity and achievement for all their children. The governors and school staff are committed to removing any barriers, which would impede learning, development, continuity and participation in their school. They oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, gender, sexual orientation, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified. As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. We aim to improve access at a local level, by committing the school to a programme of actions, evaluation and review which will improve access to the curriculum for students with special needs and disabilities.

To view our accessibility plan, please click the link below – Follow the link below.

<https://www.meadowheadjuniors.co.uk/page/?title=Statutory+Policies+for+Maintained+Schools&pid=97>

12. Complaints about SEND provision

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, by the Headteacher. The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

All staff's awareness of pupils with SEND at the start of the autumn term

- How early pupils are identified as having SEND through the Graduated Approach
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents at regular intervals throughout the year

13.2 Monitoring the policy

This policy will be reviewed the SENDOC and SEND Governor every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

14.Links with other policies and documents

This policy links to the following documents SEN information report The Local Offer can be accessed at: <http://www.bwd-localoffer.org.uk>

Meadowhead Juniors behaviour policy

[Behaviour Policy 2026.pdf](#)

Admissions policy

<https://www.meadowheadjuniors.co.uk/attachments/download.asp?file=471&type=pdf>

Safeguarding and child protection

[Safeguarding & Child Protection Policy.pdf](#)

Attendance and punctuality policy

[Attendance Punctuality Policy.pdf](#)

Complaints policy

[Complaints Procedure.pdf](#)