



*Priory Junior School*

# **SEND Policy**

Policy Date: October 2026

Policy Review Date: October 2027

## **Definition of SEND**

*'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. The four areas of SEN are as follows:*

- *Communication and interaction.*
- *Cognition and learning.*
- *Social, mental and emotional health.*
- *Sensory and/or physical.'*

## ***SEND Code of practice 2014***

At Priory Junior School we strive to provide inclusive education for all children including those with Special Educational Needs and Disabilities (SEND). All children have an entitlement to a rich and broad curriculum which should motivate and excite them, with 'High Quality Teaching' paramount for all children and young people. In addition to this, where a pupil has been identified as having gaps in their learning, evidence-based interventions will be put into place to help close the gap. This may also include adaptive teaching and planning giving children the tools they need to succeed, e.g. working in a guided group with adult support, writing frames, resources, etc. For most children this will be enough to support their need. For some children they may identify as having an SEN need and need further support, this could include involvement from specialist to identify how we can support and may include specific personalised provision.

## **Objectives**

The specific objectives of our SEND policy are as follows:

- To identify pupils with special educational needs and disabilities as early as possible and ensure that their needs are met.
- To ensure that we provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND.
- To ensure that all learners make the best possible progress.
- To ensure that there is effective communication between parents and school.
- To involve parents with the targets school sets for their child.

- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

### **Role of The SENDCo**

The SENDCO has responsibility for overseeing and supporting all staff at school to enable pupils to access all areas of the curriculum. Under the Children's and Family Act (2014) the school governing body must use their best endeavours to ensure that special educational provision is made.

Our school SENDCo is Mrs Rosey Durham.

The responsibilities of the SEND Coordinator (SENDCo) include:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- 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.
- 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.
- Advise on the graduated approach to providing SEND support.
- 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 to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

## **Role of All Staff**

At Priory Junior School we recognise the importance of staff development, and making sure everyone has a clear understanding of all areas of need for our pupils.

All staff working with children in our school will:

- Have high aspirations for all pupils.
- Ensure progress and development of every pupil in their class.
- Adapt the curriculum so that learning is inclusive
- Work collaboratively to plan and assess the impact of support and interventions for pupils and report this back to the class teacher and SENDCO.
- Read appropriate guidance on specific needs.
- Take advice from professionals working with the pupil and implement in the classroom where appropriate.
- Keep up to date assessments of children with SEND.
- Keep Assess-Plan-Do-Review records for all children with SEND.
- Teaching Assistants to run interventions as directed by the SENDCO and Class Teacher.
- Class Teachers are the first point of contact for all parents.
- Class Teachers will meet with SEN parents once a term to write Learning Plans for the child with key targets around need. Then using ongoing assessments to monitor progress and set next steps.
- Attend staff training in line with the school development plan regarding SEND.
- Class Teachers and Teaching Assistants work with the SENDCO to review pupils progress and development and decide on any changes to provision.
- Class Teachers complete relevant paperwork for the child in their class providing the most up to date information.
- Report concerns and progress to the SENDCo to discuss any further support the pupil may need.
- Ensure they follow this SEND policy.

## **SEND Files**

All paper copies of SEND files are kept in a locked cupboard in the SENDCO's office; staff can have access to these files upon request.

All electronic copies of SEND files are stored on TES Provision Map which teachers access through secure logins. It is the class teacher's responsibility to ensure they have read all SEND information stored on the children they are working with. Each SEND child will have a Learning Plan which is reviewed termly. These are shared with parents and used as a working document by the class teachers, who are responsible for creating and updating them. The class teacher will also complete the Assess-Plan-Do-Review (chronology of impact) and relevant assessment data, throughout the school year, detailing implemented interventions and strategies used to support the child, and the impact these have had. The SENDCO oversees the completion of records, and supports teachers with this process through the provision of advice and sources of support. Parents are also given secure logins for TES Provision Map so they can see copies of their child's Learning Plan. SEND children also complete a Pupil Passport which is on Provision Map, completed yearly.

## **Identification and Assessment of SEND**

In accordance with the SEND Code of practice 2014 our method of identification and provision follows a graduated approach:

1. **High Quality Teaching:** All children will receive quality first teaching, which enables them to learn and make progress. The class teacher adapts the teaching and learning to ensure that the needs of individual children are met. Additional general support may be provided.
2. **Additional Need:** If a child's needs relate to more specific areas of learning then the child may be included in an intervention group. This may be led by the class teacher or a teaching assistant. The length of time the interventions run for varies according to need but will be monitored regularly. Interventions will be reviewed by the SENDCO and staff to establish the effectiveness of the provision and to inform future planning. Some children may benefit from sensory support including use of fiddle toys or sensory breaks. Again this forms part of our reasonable adjustments to meet the needs of all children so they have an equal chance of accessing the learning.
3. **Higher Needs:** If a pupil has higher level needs this may result in them being identified as requiring 'SEND support' and having a Learning Plan. This process of completing a learning plan will involve the parents/carers, child and where applicable other relevant professionals. This process will identify outcomes and targets for the child and how they may be achieved.

4. **Complex Needs:** If a pupil's needs are more complex formal assessments for an Education, Health and Care Plan may be undertaken.

A child may move between the levels of support, depending on their individual need.

If a child has been identified as having SEND, they will have a personalised learning plan. This is a personalised document co-produced with the pupil, parent and class teacher to ascertain outcomes and how these outcomes are to be achieved. These will be monitored by the class teacher and by the SENDCO and will be reviewed during parents evening, where progress towards the outcomes is discussed with the parent and pupil. All parties will have a copy of the learning plan which will be an on-going working document. A learning plan should include:

- A summary of needs; *linked to the 4 areas of need list above.*
- Personalised, specific and reachable targets.
- Teaching strategies to be used.
- Required resources.
- Success Criteria.
- Start and End benchmarking/assessments.
- Evaluation of progress.

Lesson planning should provide opportunities for the child to work on these targets and achievement should be celebrated. All learning plans are reviewed mid-term by the Class Teacher and parents during Parents Evening.

The children on the SEND register at Priory Junior School are monitored regularly by the SENDCO. Our aspirations for our children are for them to achieve, so if a child has achieved following the extra provisions provided making progress, then the SENDCO and class teacher will consult on this and decide what to do next. If they are in agreement, then the teacher will meet with the parents to share the success their child has made and that their child will move off the SEND register. We will then put the child onto the 'monitoring' list. This means they will be carefully monitored by the SENDCO so if anything changes, progress changes or further concerns arise they can be addressed. Any previous SEND records will be kept on file for the child's duration in Priory Juniors.

For a child who has a formal diagnosis or private diagnosis, and their needs are being met through high-quality teacher and reasonable adjustments, the child will be put on the school 'monitoring' list. Again, monitored by the SENDCO.

Priory Junior School are aware that parents seek a private diagnosis for their child themselves, for many reasons including the wait time on services and the child presenting their needs at home rather than in school. When this happens, and we receive a copy of the report, we will meet with parents to discuss what support is appropriate for us to put in place.

### **Education, Health and Care Plans**

Most pupils with SEND will have their needs met by the provision in school. For some pupils who have more complex needs that requires a high level of support, intervention and adaptation to access the learning in school, then an Education, Health and Care Plan (EHCP) may be required.

Children with EHCPs also have learning plans which consist of the EHCP outcomes from the child's plan and broken down into targets to show how the small steps we are doing to work towards these.

Annual Review meetings are held yearly with the SENDCO, class teacher and any other professionals currently supporting the child at that time take place every year. For children in Year 5, this takes place in the Summer Term, where parents need to decide which secondary school they would like to request for their child.

We meet the needs of a child with an EHCP by working towards the specific outcomes in Section E and the suggested provision outlined in Section F. If Priory Junior School feel there are other provisions that would work better to support the outcomes, they will put these in place. We use a provision-based model of support for EHCP children that focuses on support through different means which could include; specialist equipment, interventions, small group support, etc. We know this level of support is proven to be the most beneficial, and also allows opportunity to foster independence at the right moment. We do not give EHCP children a 1:1 TA as we know having an adult alongside them all day every day does not allow a child to develop any independence skills which they will need as they get older. Especially as a child moves onto secondary school they would not receive 1:1 support in either a mainstream or specialist setting.

The level of provision given to children with EHCPs is based on their individual needs, year group, ability and funding levels.

### **Interventions**

At Priory Junior School we run interventions throughout the school year, these are for any children who need them and not just children with SEND. The SENDCO plans the appropriate interventions based on need and in consultation with teachers makes sure the right children have access to them. The TAs are supported by the SENDCO to run these as intended and record progress. These are recorded on Provision Map.

Intervention levels are graduated into the following system:

- Wave 1 intervention is high-quality teaching of all children during lessons.
- Wave 2 intervention is small group support for children who are showing gaps in their learning or have a particular area they need further support in.
- Wave 3 intervention is specific targeted support for individual children.

### **Partnership with Parents**

At Priory Junior School we work closely with parents and carers of children with SEND and highly value their thoughts around their child's need. We actively encourage partnership with parents through our open-door policy. We hold two parent evenings during the school year and parents are invited to EHCP Annual Reviews. We encourage parents to speak to the class teacher about their child's needs.

### **Monitoring arrangements**

This policy and the SEND information report will be reviewed by Rosey Durham, SENDCO, every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

### **Partnership with the Governing Body**

The SEND Governor is Ellie Nethaway.

She works collaboratively with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school. She also helps to raise awareness of SEND issues at governing board meetings. This also includes monitoring the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.

### **Links with other policies and documents**

This policy links to the following school policies;

- SEND Information Report
- Behaviour policy

- Equality policy
- Mental Health and Wellbeing policy
- Medical policy
- Safeguarding and child protection policy
- Attendance policy
- Complaints policy