

Thomas Jolyffe Primary School

To be the best that we can be



SEND Policy

Adopted by the Governing Body

Date:

October 2025

Date for Review:

October 2026

Signed Chair of Governors:

Head Teacher:

SEND POLICY

Thomas Jolyffe Primary School Policy for Special Educational Needs and Disability

1. COMPLIANCE

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

- Equality Act 2010: advice for schools DfE (Feb 2013)
- The National Curriculum in England Key Stage 1 and 2 Framework document (September 2013)
- Children and families Act 2014
- Teachers Standards 2012

SENDCo: Mrs Francesca Wilmot (SLT)

2. INTRODUCTION

Thomas Jolyffe Primary School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs or disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. Every teacher is a teacher of every child, including those with SEND.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Thomas Jolyffe is committed to inclusion. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. **This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.**

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. As a school we recognise that there may be other factors that may impact on progress and attainment but are not SEN, and pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Pupil Premium disadvantaged
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with identified special educational needs (SEN)
- Learners who are disabled
- Transient pupils – those who enter after Reception, Year 2, Year 4
- Our more able learners

- Those who are looked after or previously looked after by the local authority
- Others such as those who have medical needs, those who are young carers and those who are in families under stress or experiencing difficulties
- Any learners who are at risk of exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Reception and Key Stage One learners, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many learners, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

The policy will be reviewed and adjusted in the light of legislative change and school relevance.

3. AIMS

Our aim is to promote a whole school approach to SEND, supporting the core values of the school within a fully inclusive ethos and developing high quality provision that meets the special educational needs of all children, enabling them to reach their potential through:

RESPECT

- Valuing all children equally in their right to learn, achieve and participate fully in education and in the wider community, regardless of their abilities and behaviours

POSITIVE REGARD FOR ALL

- Recognising and meeting the diverse needs of children through a range of flexible, responsive and varied provision, where reasonable adjustments are made that take into consideration the needs of all learners.
- Ensuring that all children have access to a broad, balanced and relevant curriculum with high expectations which is differentiated to meet individual learning styles, recognising personal strengths and needs in a positive and caring environment.

TEAMWORK

- Working in partnership with parents and carers in meeting the needs of their children and developing responsive and timely support for their child
- Empowering children so that their voice is heard and listened to in decisions made about themselves and about wider developments in their support.
- Maintaining links with outside agencies and other relevant support services

ACTIVELY CARING

- Celebrating children's achievements and enhancing their self-esteem.

PERSERVERANCE

- Developing the skills of all pupils to be resilient and grow into confident independent learners.

4. OBJECTIVES

We will achieve this by:

- Ensuring that the Equality Act 2010 and relevant Codes of Practice and guidance are implemented effectively across the school.
- Ensuring equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- Continually monitoring the progress of all children, to identify needs as they arise and to provide support as early as possible.
- Providing full access to the curriculum* through differentiated planning by class teachers, SENDCo and support staff as appropriate.
- Providing specific input, matched to individual needs, in addition to differentiated classroom provision, for those children recorded as having special educational needs.
- Ensuring that children with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- Ensuring that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- Involving parents / carers at every stage in plans to meet their child's additional needs.
- Involving the children themselves in planning and any decision making that affects them.

5. IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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.

Special educational provision is educational provision that is **additional to** or **different from** that made generally for other children or young people of the same age.

Children and young people who are deemed to have a disability

Many children and young people 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 and young people with such conditions do not necessarily have SEN**, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

The SEND Code of Practice (2014) recognises four broad areas of need. These are:

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

These 4 areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action our school needs to take, not to fit a child into a category. At Thomas Jolyffe, we identify the needs of children by considering the whole child, not just the special educational needs of the child or young person. Further information about these four areas can be found in *The SEND Code of Practice 0-25 – a guide for parents and carers*. A link to this is provided on our website.

Early identification and the provision of effective intervention are widely recognised to improve long-term outcomes for children with SEND. At Thomas Jolyffe, every child’s current skills and levels of attainment are assessed on entry to provide a baseline for judging subsequent progress. Class teachers make regular assessments of progress for all children and seek to identify children making less than expected progress, given their age, baseline and individual circumstances. Pupil Progress meetings are held throughout the year, to monitor the progress of all children. Where a child is making less than expected progress (see definition below), despite receiving high quality first teaching, over a period of two terms (unless there are exceptional circumstances), the class teacher, working with the SENDCo, will assess whether the child has a Special Educational Need. This assessment will include the views of the parents and the child themselves. The child’s parents/carers must agree to the decision to record their child as having SEND, and being placed on the SEND Register.

The SEND Code of Practice (2014) describes less than expected progress as that 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.

At Thomas Jolyffe, we use these definitions, and the guidance provided by the Warwickshire Provision Matrix, to identify pupils who may have SEND.

Slow progress and low attainment do not necessarily mean a child has SEND.

Equally, it should not be assumed that attainment in line with chronological age means there is no special educational need, as needs can occur across the range of cognitive ability. If left unaddressed, these difficulties may lead to frustration, disaffection and emotional or behavioural difficulties.

Where a child has English as an additional language, it is often more difficult to identify SEN. We work closely with EMTAS (Ethnic Minority and Traveller Achievement Service) and other external agencies to identify SEN in our EAL pupils.

6. THE GRADUATED APPROACH TO SEND SUPPORT

SEND support at Thomas Jolyffe takes the form of a four-part cycle, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child 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, following the **ASSESS – PLAN – DO – REVIEW** model (as recommended in the SEND Code of Practice 2014).

Assess

When identifying SEND, the class teacher, working with the SENDCo, carries out a clear analysis of the child's needs. This builds on the assessments used as part of the whole school assessment policy and includes the child's views, the parent's views and experiences as well as advice from any external agencies. At Thomas Jolyffe we have a range of assessment tools to help inform this analysis.

Plan

The child and parents work with the class teacher to agree the adjustments, interventions and support to be put in place. These are recorded internally on the school's provision mapping software, as well as in the child's Individual Education Plan (IEP) and/or Pupil Passport. These are shared with all staff who work closely with the pupil.

Do

The class teacher is responsible for working with the child on a daily basis. They work closely with any learning assistants or specialist staff involved, to plan and assess the impact of the additional interventions

Review

At key assessment points throughout the year, the impact of the support in place will be evaluated. The views of the child and their parents will be included. The class teacher will revise the support in light of the outcomes of the review. Children who are identified as having a Special Educational Need or who are being monitored by the SENDCo are discussed at SEND Reviews every term, in addition to Pupil Progress Meetings.

7. PROVISION

At Thomas Jolyffe, additional provision is identified to fall within three levels:

MONITOR

If a child is making less than expected progress, they are discussed at Pupil Progress Meetings. When there are concerns that a pupil may have SEN, they are recorded as 'MONITOR' on the additional needs list. At this time, evidence is gathered to assess whether Universal Provision is sufficient to successfully meet the needs of the pupil. This evidence should include:

- Parents' views
- Child's views
- Outcomes of interventions
- Progress data

This evidence will be used in the meeting, with parents, to determine whether the child has Special Educational Needs.

SEND SUPPORT

Once a child is identified as having SEND, their needs and planned provision will be recorded on Insight. The provision is reviewed following Pupil Progress Meetings. These reviews will be shared with children and parents, as appropriate, during parents' evenings or review meetings.

At this point, an Individual Education Plan (IEP) is created for the child. This document forms an individual record for the child and contains a summary of the child's strengths and areas of need, SMART targets that they are working on and support that is in place to meet these, including the advice sought from external agencies. This plan will be reviewed termly. The children, their parents, class teacher and any external agencies involved will contribute to the review to monitor progress and plan future additional provision.

EDUCATION HEALTH AND CARE PLAN (EHCP)

For a child who, in spite of a period of SEND Support, is not making adequate progress or where needs are more complex, in agreement with the parents/carers, the school may request for the Local Authority (LA) to make a statutory assessment in order to determine whether it is necessary to make an Education Health Care Plan (EHCP).

An EHCP is a legal document which sets out a description of your child's needs (what he or she can and cannot do) and what needs to be done to meet those needs by education, health and social care. Generally, only a very small number of children with especially complex and severe needs - which require very high levels of support - are issued with an EHCP.

A request for a Statutory Assessment may also be made by a parent or outside agency.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Reviews of an EHCP

EHCPs must be reviewed annually to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP, the provision identified within them or to the funding arrangements for the child.

8. SUPPORTING PUPILS AND FAMILIES

Staff and parents/carers will work together to support pupils identified as having additional needs. Parents/carers will be involved at all stages of the education planning process.

We work with a wide range of external agencies to support our pupils with SEN&D and their families:

- Educational Psychology Service
- SEND Supported
- Integrated Disability Team (IDS) - including Physiotherapy, Occupational Therapy, Visual & Hearing Impairment and Complex Needs
- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Mental Health in School Team (MHST)
- Warwickshire Attendance Service
- School Nursing Service – through Compass
- Community Paediatrician

Children with SEND may require additional support around times of transition; between classes or schools. Reception staff will meet with staff from partner nursery schools prior to children starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting. Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue, the SENDCO will telephone to further discuss the child's needs. When children transfer from Thomas Jolyffe to new schools, all relevant information will be forwarded. The SENDCo will discuss these children with other schools on request.

See the school website for links to Warwickshire's Local Offer and our school's SEN&D Information Report.

9. MONITORING AND EVALUATING OF SEND

Regular and careful monitoring and evaluating of the quality of provision offered is part of school's practice. Regular audits, review, sampling of parent views, child's views and staff views form part of the cycle of review. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children. Pupil progress will be monitored each term in line with the school policy of assessment. SEND provision and interventions are recorded and evaluated on Insight. These are updated by those delivering the intervention, in collaboration with the class teacher, at least once a term and are monitored by the SENDCo. Interventions are monitored and evaluated each term by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective. Outcomes of monitoring is used to review the current SEND Action Plan and plan action for the following year.

10. TRAINING AND RESOURCES

Funding for SEND is delegated to the school as part of the whole school budget. This budget is reviewed annually.

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. In house additional needs and inclusion training is provided through staff meetings by the SENDCo and appropriate external agencies.

The SENDCo attends regular cluster, county and national meetings and events to update and revise developments in Special Needs Education and Inclusion. All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

11. ROLES AND RESPONSIBILITIES

Responsibility for coordination of Inclusion and SEND provision is as follows:

11.1 The SENDCo

- Ensure awareness of the latest research and methods to support children with SEND, through attending relevant training and consortium meetings.
- Work with the Headteacher, SLT and the SEND Governor to determine the strategic development of the SEND Policy and provision in the school, supporting, leading and providing professional guidance to class teachers.
- Maintain up to date records of SEND children, monitoring the effectiveness of provision and interventions.
- Be the point of contact for external agencies.
- Liaise with pre-school settings and potential next providers of education to ensure that children and their parents are informed about options and a smooth transition is planned.
- Have day-to-day responsibility for the operation of this SEND Policy and the coordination of specific provision made to support individual children with SEND, including those with EHC plans.

11.2 Head Teacher

- Will have overall responsibility for the provision and progress of learners with SEND.
- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND Policy and provision in school.

11.3 The SEND Governor

- Meet regularly with the SENDCo and have access to information which allows them to monitor and evaluate the effectiveness of the SEND policy
- Help raise awareness of SEND issues at governing board meetings

11.4 Class Teachers

- Monitor the progress and development of every child in their class
- Provide high quality teaching within the classroom for all learners
- Implement the SEND policy by identifying, planning for and providing intervention for children in their class
- Liaise regularly with parents and the SENDCo
- Be responsible and accountable for the progress of every child in their class who has SEND
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

12. COMPLAINTS

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

13. REVIEWING THE POLICY

This policy will be reviewed annually

