

Policy for Pupils with Special Educational Needs and Disabilities (SEND)



**(to be read in conjunction with the SEND Information
Report)**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2014)
- Statutory Guidance on supporting children at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2025

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1. Principles

It is in this spirit that we strive to create an environment where all children are able to develop and succeed, whatever their need.

At Kings Furlong Junior School, we believe that pupils engage and achieve most in a creative, relevant and contextual curriculum, underpinned by rigour, challenge and opportunity.

The staff have high standards, and this permeates through all that they do. We want our children to develop creativity, teamwork, resilience, responsibility, respect, risk-taking and curiosity. Through our core values of *Belong, Believe, Aspire and Achieve*, we foster a strong sense of community, encourage children to have confidence in themselves and others, inspire them to aim high, and support them to reach their full potential. This is so that in life they are able to solve problems, plan effectively, make healthy choices, show empathy, be organised, communicate well, be numerate and literate, demonstrate independence, think critically, be safe, use computing and technology effectively, adapt to change, and be resourceful. All that we do in school is for the sake of our pupils becoming life long, successful learners, who enjoy themselves and make a positive contribution to our society.

Every teacher is a teacher of every child or young person, including those with SEND

2. Aims

At Kings Furlong Junior School we endeavour to meet the academic, social and physical needs of **each and every** child in our care by being a fully inclusive school. Through quality teaching and an engaging curriculum, we support all children to become successful throughout their learning journey with us and beyond.

However, there may be occasions when additional support is required in order for an individual child to meet their full potential and it is our duty to make sure we meet their needs at the earliest possible moment.

We still adopt the same high levels of expectations and aspirations for all pupils with SEND, as we do for every child in our school. Our focus, therefore, is on the outcome and impact our SEND provision has on a child's learning and progress and not just on the hours of support we provide.

We will to do this by:

- Staff members seeking to identify the needs of children with SEND as early as possible. This is most effectively done by gathering information from: parents, education, health and care services and early years settings prior to the child's entry into our school.
- Providing pupils, who have special educational needs and additional needs, with timely support and appropriate provision in class and through tailored interventions. This will be co-ordinated by the SENDCo - Mrs Wright and the Head Teacher- Miss Westaway. Personalised provision will be carefully monitored and regularly reviewed in order to make sure that individual targets are being met and all children's needs are catered for.
- Working within the guidance of the SEND Code of Practice, 2014.

- Providing support, training and advice for all staff working with pupils with SEND.
- Putting the child at the centre of all we do, working in close liaison with parents and external agencies to provide the very best support we can to make sure each child reaches their full potential. Working with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, signposting parents to further external support e.g. SENDIASS, and providing regular feedback on their child's progress.

3. Roles and Responsibilities

Head Teacher: The person responsible for overseeing the provision for children with SEND is Miss A Westaway.

The Head Teacher 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 children within the school.

SENDCo: The person co-ordinating the day to day provision of education for children with SEND is Mrs L Wright.

The SENDCo will:

- 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 children with SEND, including those who have EHCP plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to make sure children with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support (Appendix 1).
- Advise on the deployment of the school's delegated budget and other resources to meet all SEND children's needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with previous and potential future providers of education to make sure individual children and their parents are informed about options and a smooth transition is planned.
- Work with the Head Teacher and Governing Body to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps accurate records of all children with SEND and these are regularly monitored and reviewed.

The SEND Governor: The person responsible for over-seeing the provision of education for children with SEND is Mrs L Marin Polo. She has a duty to oversee the school's SEND policy and make sure it is implemented effectively. The SEND Governor is the Governing Body's champion for learners with SEND and those with inclusion needs. She liaises with the SENDCo in order to keep up to date with the school's SEND policies; to check they have a positive impact on outcomes for SEND pupils. She will support and

challenge the school to make sure that all learners are treated equally and given opportunities for them to succeed at their pace, level and need.

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Body on this through learning walks, monitoring visits, termly meetings and the yearly SEND Governor Report.
- Work with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

Class Teachers: Each class teacher is responsible for:

- The progress and development of every child in their class.
- Working closely with any LSAs or specialist staff to plan and assess the impact of support through timely interventions, where applicable, to link to classroom teaching.
- Working with the SENDCo to review each SEND child's progress and development, and to jointly decide on any changes to provision that might be beneficial for the child in meeting their specific needs.
- Attending regular training hosted by the SENDCo or external agencies for the benefit of the children at Kings Furlong Juniors.

Learning Support Assistants (LSAs): We have a highly skilled team of Learning Support Assistants (LSAs) who support children with SEND in the classroom, at play and in small group settings. Their role is to support both the pupil and the class teacher in providing high quality teaching and SEND support, including focusing on key outcomes and short term targets for students with EHCPs. LSAs have regular training, both internal and from external practitioners.

Parent Supports: Kathy Gare is a local parent support advisor who works closely with families and other agencies to support individual children at home and at school.

4. Identifying Special Educational Needs

At Kings Furlong Junior School we identify a child may need extra support in a variety of different ways:

- By close liaison with a child's previous school, particularly during transition between Year 2 and Year 3;
- If the class teacher or LSA raises concerns about a child's progress or change in behaviour;
- If during termly progress meetings between teachers and senior staff, it is considered that a child is performing significantly below their expected levels;
- If a concern is raised by the parent with the class teacher, SENDCo or Head Teacher;
- If a child asks for extra support; or
- From assessments by outside agencies, such as a physical need.

If a parent feels their child may have Special Education Needs, they are encouraged to come and talk to us. We have an open door policy and class teachers are always happy to discuss any concerns a parent may have.

A Graduated Approach to SEND Support

In accordance with the Code of Practice, there is now a single category of support, SEN support. This is characterised by four key areas of need.

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

At Kings Furlong Junior School, we have adopted the graduated approach to SEN support.

The Code of Practice emphasises that the needs of most pupils can be met through high level quality teaching. However, if, in spite of having all the intervention, adjustments and good quality personalised teaching a pupil does not make adequate progress, then they may be identified as requiring SEN support. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. At Kings Furlong Junior School, we follow an **ASSESS, PLAN, DO, REVIEW** cycle.

Assess: A clear analysis of the child's needs is developed in consultation with the teacher, SENDCo, parents and child to gain a full understanding of the learning barriers affecting the child's progress. Sometimes external agencies will also be consulted, with parental permission, to assess the child's needs more thoroughly and support the school in making a personalised plan for provision.

Plan: A personalised plan will be developed for the child, showing clear targets, outcomes and the expected impact on progress. This will be time-limited and a clear review date will be agreed. All members of staff will be informed of the targets and support to be given and this will be tracked carefully by all adults working with the child.

Do: A program of support and interventions will be started under the responsibility of the teacher, who will work closely with LSAs and external agencies working with the child to make sure the impact of the support is monitored. They will also be responsible for linking a child's support and interventions to their classroom teaching.

Review: The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. This will feedback to the child's analysis of need and support decisions about further interventions or, if the support has been successful, removing the child from the SEN register.

Children identified as having SEND fall into one of two categories:

i) SEN Support

The SEND Code of Practice 2015 states that, "A child or young person has SEN 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."

A child who has Special Educational Needs or Disabilities (SEND) may have needs within one or more of four broad areas of need:

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

The purpose of the identification of needs within these broad areas is to enable the school to consider what action needs to be taken – not to fit a child in to a category. When reviewing a child's needs, a holistic, 'whole-child' view is considered – not just their special educational needs or disabilities and we will implement a flexible approach to meeting need.

ii) Education, Health and Care Plans

An Education, Health and Care Plan (EHCP) describes your child's Special Educational Needs and the help they will receive to meet them. An EHCP also includes any health and care provision that is needed. It is a legal document written by the Local Authority and is intended to make sure children and young people with an EHCP receive the support they need.

EHCPs are for children and young people who need more support than their school or other setting can provide. The plans can start from a child's birth and continue into further education and training (until 25 years old).

Please view this website to access a variety of information including video clips explaining in detail what an EHCP is:

<https://www.hampshiresendiass.co.uk/my-childs-ehcp>

a) Request for an EHCP

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually, requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including:

- Parents
- SENDCo
- Teachers
- Learning Support Assistants
- Social Care
- Health professionals
- Educational Psychologist
- Primary Behaviour Support

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will usually be made by a group of people from education, health and social care about whether the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP through medication.

b) EHCPs

Following Statutory Assessment, an EHCP will be provided by Hampshire County Council, 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. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5. Personalised Learning Plan (PLP)

Children identified as needing SEND support will have a Personalised Learning Plan (PLP), which highlights their area/s of need. Within their PLP folder, children will be involved by completing a 'One Page Profile' at the point of identification of their needs, and then updating and reviewing at least every year. As part of this One Page Profile, children will be encouraged to consider their strengths and areas that they would like to improve on. PLPs will clearly show what additional educational provision has been put into place for the child. Records of specific interventions are kept on a separate tracking document, which is used to update and review targets on the PLP. Class Teachers and LSAs have regular liaison about the progress each individual child is making within these sessions in order to make sure they are focused and specific to each child's needs and modified where targets are being achieved.

6. The Transition Partnership Agreement (TPA)

The Transition Partnership Agreement (TPA) replaces the Inclusion Partnership Agreement (IPA). The IPA was developed over 15 years ago and in light of an increasing emphasis on person-centred approaches, it has now been reviewed, significantly revised and renamed. The agreement is a collaborative and inclusive process which has positive contributions from all interested parties to achieve a sharing and an understanding about a child's needs and the arrangements required to respond to those needs. The agreement is especially useful during transition, for example between KS1 to KS2 and from KS2 to KS3. The agreement is not legally binding, but it has the advantages of having a greater involvement of interested parties, for example for transition to Year 7. The Year 7 tutor, Secondary SENDCo, the E.P. from both the Secondary and the Junior School may be invited to attend a meeting together with parents, the child, the present class teacher and any other appropriate professional parties.

7. Expertise and Training of Staff

All Teachers and LSAs have had access to in-house training on approaches to working with children with a wide range of SEND. Recent in-house training has provided opportunities to work alongside advisors and outside agencies, shadow other colleagues, attend INSET days, learning support meetings and progress meetings.

The SENDCo, Mrs Wright, at Kings Furlong Junior School is fully qualified and accredited with the SENDCo National Award.

We have an Emotional Literacy Support Assistant (ELSA), Mrs Lampard, who has been trained by, and receives regular supervision support from, Hampshire and Isle of Wight Educational Psychology Service (HIEPS).

We have a two trained Thrive Practitioners, Mrs Wright and Mrs Irving – Mrs Irving, delivers Thrive based activities, and utilise the assessment tool. Thrive is an approach to help children and young people become more emotionally resilient and better placed to engage with life and learning. For more information, please click the link: <https://www.thriveapproach.com/impact-and-research>

We have a skilled team of LSAs and one Higher Level Teaching Assistant (HLTAs) who are trained to deliver a variety of SEND provision.

Training in supporting SEND is a feature of the on-going programme of professional development for all our staff, throughout the school year which forms part of the continuing professional development of all teachers and LSAs. This is organised in accordance with the needs of the children on roll at the present time.

Our large team of LSAs have varied and extensive experience and training in: planning, delivering and assessing intervention programmes. All staff are trained each year on the needs of new children joining the school – this can include training from specialist agencies or consultants, as well as from the SENDCo or other staff with relevant expertise.

The school works closely with other local schools, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.

An SEN budget provides a wide range of specialist resources to support both high quality teaching and more specialised approaches. Resources include: pencil grips, coloured overlays, Talk Tins, wobble cushions, specialist software and other items relevant to the needs of individual children.

8. Storing and managing information

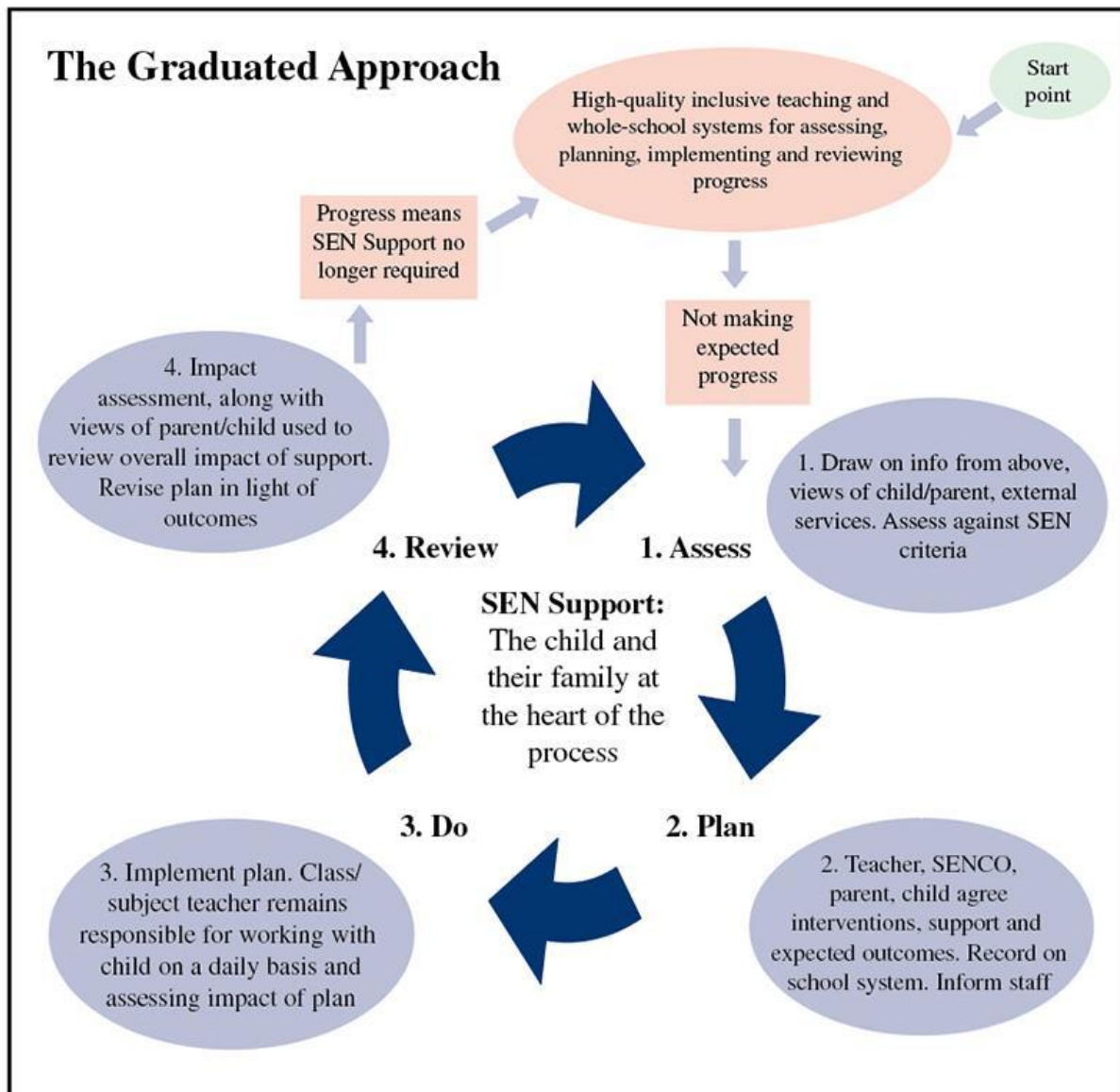
SEND assessment data and information is stored as hard copies and in electronic format. On transition, individual SEND files and information are passed on to the pupil's next school. Overall SEND progression data may be stored by the school and used for analytical purposes to track effectiveness of interventions and approaches.

We welcome feedback about our SEND provision at Kings Furlong Junior School. If there are any concerns about a child's access to the curriculum or their SEND provision then parents should talk to us straightaway and we can usually work to sort things out quickly.

This Policy will be reviewed annually.

Revised and ratified July 2026.

Appendix A:



Appendix B

Contact details of support services for parents of children with SEND

The school liaises with and can refer parents to the following agencies for information and support:

Hampshire SENDIASS offering independent, free advice for parents of children with SEND:

<https://www.hampshiresendiass.co.uk/>

IPSEA (Independent Parental Special Education Advice): <https://www.ipsea.org.uk/>

The National Autistic Society Hampshire Branch: <http://www.shantsnas.org.uk/>

Hampshire Dyslexia: <http://hantsda.org.uk/>

Red Rose Association Family Support Services (Previously Parent Voice):

https://www.roseroad.org.uk/our_services/family_services/

Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/shortbreaks/gatewaycard>

Hampshire Communication and Language team:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory/communication>

Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: <https://www.hants.gov.uk/educationandlearning/educationalpsychology>

Speech and Language Therapy Service: <https://www.solent.nhs.uk/our-services/services-listings/childrens-therapy-service/>

Hampshire Ethnic Minority and Travellers Advisory Service (EMTAS):

<https://www.hants.gov.uk/educationandlearning/emtas>

School Nursing Hampshire: <https://www.what0-18.nhs.uk/resources/information-on-local-healthcare-services/school-nursing-hampshire>

Basingstoke Young Carers: <https://www.basingstokeyoungcarers.org.uk/>

Winston's Wish, a national charity supporting families that have been bereaved: <http://www.winstonswish.org.uk/>

Simon Says, a local charity supporting families that have been bereaved: <http://www.simonsays.org.uk/>

SONUS, Hampshire Deaf Association: <http://www.sonus.org.uk/>

National Deaf Children's Society (NDCS): <http://www.ndcs.org.uk/>

Child and Adolescent Mental Health Service (CAMHS): <https://hampshirecamhs.nhs.uk/referral/>

Special Educational Needs (SEN) Service:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/contacts>

The local authority local offer <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>