



SPECIAL EDUCATIONAL NEEDS AND  
DISABILITY POLICY

**EASTERN GREEN JUNIOR SCHOOL**

**September 2025**

**Academic Year 2025-26**

**Head Teacher: Sara Brown**

**Designated Safeguarding Lead: Sara Brown (Headteacher)**

**Deputy Designated Safeguarding Lead: Naomi Albans (Assistant Headteacher) Becky Colbourne (Assistant Headteacher) George Higginson (Pastoral Lead) Michelle Pritchard (HLTA)**

**Chair of Governors: Cara Hooper**

**Vice Chair of Governors: Mark Spafford**

**Named Governor for SEND: Olutobi Rotilu**



## Special Educational Needs and Disability Policy

**Date agreed: September 2025**

**Review Date: September 2026**

Eastern Green Junior School is located on the west side of the city serving a neighbourhood which has a low level of deprivation. The pupils currently on the SEND register have a range of difficulties. The Special Needs Co-ordinator is Naomi Albans, who is an Assistant Head and has achieved the National Award for SEN. The named Governor for SEND provision is TBC with the Chair of Governors standing in as this role until confirmed.

There are also a number of Teaching Assistants, and a Pastoral Lead, who support the learning of some children with SEND. The SEND Co-ordinator endeavours to establish close working relationships between pupils, staff and parents and outside agencies so that pupils can be helped in a fully supportive environment.

As it is the responsibility of each class teacher that the pupils within their class make the appropriate progress, it is advised that queries about an individual child's progress should be raised at the first point with the child's class teacher.

### **Objectives of the School's SEND policy**

This SEND policy is written to comply with 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

### **Defining SEND**

The 2014 Code of Practice says that:

'A person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of other 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.'

The SEND Code of Practice indicates there being four broad types of SEND.

1. Communication and Interaction

Such as Autistic Spectrum Disorder and Language Delay

2. Cognition and Learning

Such as Dyslexia, Dyspraxia and moderate learning difficulties.

3. Social, Emotional and Mental Health

Such as Attention Deficit Hyperactivity Disorder and Attachment disorders

4. Physical and Sensory

Such as hearing and vision impaired and sensory processing difficulties

At Eastern Green Junior School we aim to ensure that the needs of all children are met, independent of their level of need. Around 20% of our pupils are identified as having SEN (SEN support) or have an EHC Plan (Education, Health and Care Plan). This means that all teachers expect to have children with SEND in their classes.

### **SEN at Eastern Green Junior School**

Our objectives are:

- To identify, at the earliest possible opportunity, barrier to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To ensure all children participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and carers
- To work with the governing body to enable them to fulfil their statutory monitoring
- To work closely with external agencies, where appropriate, to support the need of the individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

### **Arrangements for Co-Ordinating Educational provision for Pupils with SEND**

At Eastern Green Junior School we believe that all children learn best with the rest of their class. Our aim is for all children to be able to work independently, in class, at their full potential. When allocating additional TA support to children, our focus is on outcomes, not hours. We aim to put in sufficient support to enable the child to reach their targets but without developing a learned dependence on an adult.

The progress of each child identified as having SEND is the responsibility of their class teacher. In order for the provision of SEND to be effective then the following people will have these responsibilities:

#### **Our SENCo will:**

- Manage the day-to-day operation of this policy
- Ensure that SEND provision for pupils is arranged
- Oversee the arrangements made by class teachers for using teaching assistants to support pupils with SEND
- Identify resources for SEND
- Keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers
- Manage arrangement for monitoring, reviewing and evaluating effectiveness of provision for SEND
- Liaise with the Pastoral Lead to ensure appropriate children receive the appropriate support
- Monitor progress made by pupils in collaboration with the class teachers
- Liaise with external agencies to ensure that appropriate assessments and support are carried out by these
- Identify resources for SEND
- Attend IEP reviews where required
- Co-ordinate the review cycle for those pupils with an EHCP
- Report the effectiveness of provision to the Senior Management Team and Governors

#### **The class teacher will:**

- Identify pupils experiencing difficulties
- Discuss pupils with SEND with both the SENCo and Parents

- Write and review Individual Education Plans
- Collaborate with the SENCo in both setting and reviewing targets for pupils with an Education Health and Care Plan
- Ensure that their planning for lessons is adequately differentiated to meet the needs of all pupils
- Organise the provision of support by Teaching Assistants for those children within their class

**The Headteacher will:**

- Manage the work of the SENCo
- Plan with the SENCo how resources are used to support pupils in the most efficient and effective way
- Decide in consultation with parents and carer if a pupil should be referred for an EHC needs assessment
- Attend reviews for pupils with an EHC Plan

**The Governors will:**

- Identify at least one governor with a special interest in SEND
- Visit the SENCo termly to discuss the progress of and attainment of pupils with SEND
- Use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

**Identifying Children with SEND**

Children with SEND are identified by one of three assessment routes:

1. The progress of every child in school is monitored through termly assessments. Where children are identified as not making progress in spite of Quality First teaching, they are discussed with the SENCo and a plan of action is agreed
2. If class teachers observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause and raise their concerns with the SENCo.
3. Parents sometimes ask us to look more closely at their child's progress and learning. We take parental requests seriously and investigate them all.

Although the school can identify special educational needs, and make provision to meet those needs, we cannot offer diagnoses. The school can work with external agencies to allow for further assessments to be made by the appropriate agency that can offer a diagnosis.

It is important to note that a pupil is not identified as having SEN simply because of

- Having a disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a parent in the armed forces

**Working with Parents**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties this will be discussed with parents during parents evening or informal meetings to discuss the pupil's progress. If, as a school, we feel that a pupil has SEN and requires SENs the SENCo, with the class teacher, will meet with parents to discuss their concerns, listen to any thoughts and concerns of the parents and then seek permission from parents for

an action plan to be put in place and an IEP to be written. This will only ever be recorded on the school's SEND register with the permission of parents. This will then be formally recorded through a letter to the parents. It should never come as a surprise to parents that their child is being identified as having SEND.

### **Managing the transition from St Andrew's Infant School**

For those children identified as having SEND at the end of Year 2 at St Andrew's Infant School, they will transfer to Eastern Green Junior School as being identified as having SEND. They will automatically be added to our Register of SEND and parents will be informed that this has happened. In order for the transition to be smooth the SENCo's from both schools will meet during the Summer Term to discuss the needs of those children with SEND or EHC plans. Where appropriate, the SENCo at Eastern Green Junior School will attend Summer Term IEP reviews at St Andrew's Infant School.

If it is felt that it will be of benefit to a pupil, the, where possible, additional visits to the school, visits to the infant school from the SENCo, Headteacher and Pastoral Lead may be made and the opportunity to make and receive transition booklets may be given.

All documentation will be transferred to the SENCo at Eastern Green Junior School.

### **A Graduated Approach to SEND**

Where a child is identified as having SEND, the school will act to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decision and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcome.

#### **1. Assess**

In identifying a child as needing SEN support the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This will draw in the teacher's assessment and experience of the pupil, their previous progress, attainment and behaviour, It will also draw on the individual's development in comparison to their peers and national data, the views and experience of the parents, the pupil's own views and, if relevant, advice from external support services.

#### **2. Plan**

Where it is decided to provide a pupil with SEN support, the teacher will agree in consultation with the parents and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress. This will have a clear date for review. All teachers and support staff who work with the pupil will be made aware of their need, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This information will be recorded on an Individual Education Plan (IEP).

#### **3. Do**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-one teaching away from the main class teacher, they will still retain responsibility for the pupil. Teachers will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

#### **4. Review**

The effectiveness of the support and interventions will be evaluated, along with the views of the pupil and parents. This will feedback into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and

outcomes in consultation with the parent and pupil. Parents will have clear information of the impact of support and interventions provided, enabling them to be involved in planning next steps.

## **5. Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support (SENS), we may apply for the child to be assessed for an EHC plan.

If the application is successful, the LA will produce the EHC Plan, which will record the child's strengths and areas for development. Once a year the school will organise an Annual Review in order to discuss the current support being offered to ensure that it remains appropriate. All relevant agencies will attend this review.

An EHC needs assessment will not always lead to An EHC Plan.

### **Adaptations to the curriculum and Learning Environment**

Eastern Green Junior School is disability friendly. The school is mostly on one level, with access to the lower level being available via a wheelchair ramp. The corridors are wide and we have a disabled toilet. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory difficulties.

All of our classrooms are inclusion-friendly. We aim to teach in a way that will support all children and staff have regular training in how to teach in a dyslexia friendly and autism friendly style. All of our children have access to the full National Curriculum and we recognise achievement in all curricular areas. As part of normal class differentiation, curriculum content can be simplified and made more accessible by using a variety of resources.

### **Access to extra- curricular activities**

All of our children have equal access to before school, lunchtime and after school clubs. Class trips are part of our curriculum and we aim that all children will benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

### **Staff Expertise**

All of our teachers are trained to work with children with SEND. All teachers have access to advice, information, resources and training to enable them to teach all children effectively. We offer training opportunities through access to in-house or LA courses.

As a school we buy-in additional expertise from the LA. This includes access to Educational Psychology Service and Advisory teachers from the Social, Emotional and Mental Health and Learning team.

### **Transition to Secondary School**

During the Summer term, the school co-ordinates with relevant secondary schools to arrange additional transition support for those children who may benefit, such as additional visits and transition booklets. Transition IEP reviews are also held in the Summer term. Where suitable, the SENCo from the relevant secondary school is invited to the review. All documentation is passed onto the relevant secondary schools.

### **Criteria for Evaluating the Success of the SEND Policy**

**The following criteria will be used:**

- The amount of identified teaching time available to support SEND pupils

- The number of pupils with special educational needs attaining specified levels in national Curriculum assessments
- The impact of planned programmes of intervention and support
- The amount allocated to SEND by governors
- The proportion of schemes of work which show differentiation for pupils with SEND
- INSET time allocated to staff development with reference to SEND
- The proportion of parents attending or contribution to reviews
- Staff fulfilling the expectation of the school in carrying out procedures for SEND and producing the necessary paperwork
- Recommendations by external agencies are acted upon and incorporated into the curriculum
- Children are confident and well-motivated and are making measurable progress

### **Complaints**

In the first instance, the complaint should be taken up with school staff directly concerned. If the matter is not resolved then the matter should be raised with the SENCo who will arrange to meet with the complainant and seek further investigation.

If the matter is still not resolved then the SENCO will raise the matter with the Head Teacher who may

-Take action to address the complaint

-Seek involvement of external agencies, such as Parent Partnership

-Decide that the complaint does not warrant any action and advise the complainant of further action they can take.