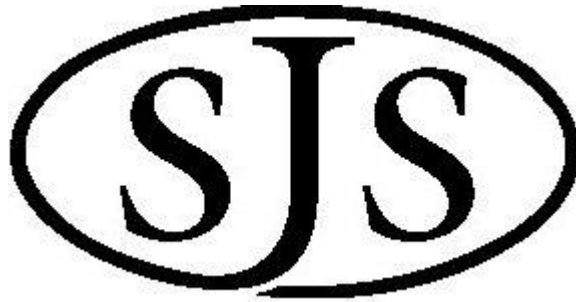


Shaftesbury Junior School

Special Educational Needs Policy



'We care, we share, for the future we prepare'

Approved by: Full Governing Body

Date: 16/03/2026

Last reviewed on: March 2026

Next review due by: March 2027

This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

We support the 'City of Sanctuary' vision that the UK will be a welcoming place of safety for all and proud to offer sanctuary to people fleeing violence and persecution. We endorse the City of Sanctuary Charter, and agree to act in accordance with City of Sanctuary values and apply the network principles within our work.

We recognize the contribution of people seeking sanctuary. Sanctuary seekers are welcomed, included and supported within our context.

Statement of intent

Shaftesbury Junior School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

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

This policy does not necessarily cover children who are performing significantly above age related expectations.

Aims & Objectives

At Shaftesbury we aim to:

- encourage mutual respect and consideration as part of the ethos of our school
- value all pupils
- promote pupils' self-esteem and emotional well-being
- help pupils to form and maintain worthwhile relationships

The SEND team at Shaftesbury Junior School

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

Vicki Sweeney – SENDCo/Inclusion Coordinator

Please make an appointment with the school office if you wish to speak to the SENDCo.

Headlines from the 2014 Code of Practice

- No more statements will be issued by the Local Authority (LA). Statements have been replaced by Education, Health and Care Plans (EHCPs) which can be used to support children from birth – 25 years. Children who held a Statement of Special Needs will have had this transferred to an EHCP by October 2016 by the Local Authority.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored and their progress tracked each term in pupil Progress meetings.
- There are four broad categories of SEND:
 - **Communication and interaction** (such as autistic spectrum and language disorders)
 - **Cognition and learning** (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
 - **Social, emotional and mental health** (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
 - **Physical and sensory** (such as hearing or vision impaired)

We have children in all these categories of SEND, and some children may have difficulties in more than one category. This may include children with a diagnosis as well as those with learning profiles consistent with the diagnosis.

- We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hopes for, their child. Families are invited to be involved in planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers follow the 'assess, plan, do, review' cycle and teach all children at the level which allows them to make progress with their learning (differentiation). In addition, we implement some focused interventions and strategies which are advised in the Best Endeavours and Reasonable Adjustments (BERA) document to target particular skills.
- We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.

Defining SEN

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 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.

Taken from 2014 SEN Code of Practice: 0 – 25 Years; Introduction xiii and xiv

SEND at Shaftesbury Junior School

Our objectives are:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to 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 families
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Around 17% of our children are either at SEN Support (SENS) or have EHC Plans. This is above the national average and means that all teachers expect to have children with SEN in their classes.

Identifying children at SENS (SEN Support)

For pupils entering the school in Year 3, or those transferring from other schools in other year groups, we adopt the following procedures for identification and assessment:

- the analysis of data including baseline assessment, KS1 data, Standardised scores, reading ages, annual pupil assessments
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

Graduated approach

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings, involving Senior Leaders, teachers and other staff who work with pupils

Where children are identified as not making progress in spite of Quality First Teaching, the teacher will complete an Early Monitoring form and meet with the SENCo to discuss the child's needs. They are discussed with the SENCo and a plan of action is agreed with the teacher and shared with parents.

2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress 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

A child may be placed on the SEND Register when 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, as recommended in the 2014 SEND COP. There may be exceptions to this in the form of EAL pupils who are new to English, whose educational needs will be met through the school's EAL Policy.

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the monitoring SEND register.

The SENDCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either by letter, at parents' evenings or during informal meetings to discuss the child's progress.

A formal written end of year report for all pupils at school will be sent during the summer term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

Paperwork for children at SENS (SEN Support)

Once a child has been identified as needed SENS, some of the following paperwork may need to be completed, where appropriate. This means that the child has outcomes that are in addition to their class targets:

- Intervention group targets
- Schools internal monitoring paperwork
- Pastoral Support Plan (PSP)
- Personal Education Plan (PEP)
- Single Point of Contact (SPOC) referral for medical needs
- GARS questionnaire
- Boxall Profile
- School Contract
- Element 3 funding
- Proposal for Education, Health and Care Plan
- Referral to an outside agency listed below:
 - Speech and Language Therapist (SALT)
 - Educational Psychology Service (EPS)
 - Learning, Communication and Interaction Team (LCI)
 - Vision and Hearing support services (VS team and HS team)
 - Primary Social, Emotional and Mental Health Service
 - Family Support/ Early Help Assessment
 - School Nurse

Moving to an EHC Plan (Education, Health and Care Plan)

Following consultation between families, school and relevant outside agencies, we may consider applying for and Education, Health and Care Needs Assessments if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEN
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not necessarily mean that a child needs an EHC Plan or to be on the SEND register.

If the application for an EHC Plan is successful, a member of the Local Authority will call and Integrated Assessment Meeting (IAM) for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. The Plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their

teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

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 challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions and support available which are recorded on a provision map. When considering such action, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEND are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENDCo or English/ Maths Coordinators who monitors overall progress after the intervention.

- Interventions are planned in blocks
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SLT monitors interventions to identify 'what works'.

Adaptations to the curriculum teaching and learning environment

Shaftesbury Junior School is disability friendly. The school is on one level with ramp access at the main entrance. Corridors are reasonably wide and we have an easy access toilet. Where and when appropriate, we make changes to the environment or building that are necessary for children with physical or other sensory disabilities. All classrooms are carpeted and ceilings have been lowered to reduce excess noise for any pupils with a hearing impairment.

All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before- school, lunchtime and after- school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to 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 SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in- house or LA courses, provision of books or guidance towards useful websites.

Some of our TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEND. If we identify information we can't access without the aid of additional, more specialist help, the school is able to access additional expertise from the LA. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

All children are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. This includes other professionals working within the school such as the Inclusion Support worker and our Family Support Worker. Emotional literacy is a crucial part of child development and well-being, and all aspects of this are considered.

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history or experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process. If this is not the case, in some instances, the school may, with parental permission, refer the child to the Primary Social, Emotional and Mental Health Service or School Psychology Service.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make a referral through the Educational Psychologist or school nurse.

If the child is felt to have long-term social, emotional or mental health needs the school offers social skills interventions and a nurture group. These are delivered by trained TAs or teachers who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition arrangements

Transition into, and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from infant schools and to secondary schools - as smoothly as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

The secondary school SENDCo is invited to Annual Reviews, where appropriate, and other review meetings. The SENDCo will share information with the next school through either meetings, telephone or secure email. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and the school is keen to address any problems promptly.

Leicester City Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Local Offer is available from the website www.localofferleicester.org.uk/

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.