Park Junior School

INCLUSION POLICY

"Together we make a difference."

2026/2027

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1. Rationale

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- Children and Families Act 2014
- Education Inspection Framework 2023
- Equality Act 2010
- Keeping Children Safe in Education 2026
- Ofsted Education Inspection Framework 2022
- SEND Code of Practice 2015
- SEND Reform: Putting Children and Young People First 2026

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need and Disability (SEND) might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need and Disability. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning – and special educational needs.
    - Some pupils in our school may be underachieving but will not necessarily have a special educational need or disability. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
    - Other pupils will genuinely have special educational needs and disabilities and this **may** lead to lower-attainment (though not necessarily to underachievement). It is our responsibility to ensure that pupils with special educational needs and disabilities have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).

2. SEND Leadership

Role	Member of staff	Contact details
Head Teacher	Mr David Tebbutt	head@park-jun.northants-ecl.gov.uk
SEND Co-ordinator	Mrs Lauren Kings	Lkings@park-jun.northants.sch.uk
Year 3/4 SEN Manager	Mrs Kate Morton	kmorton@park-jun.northants.sch.uk
Year 5/6 SEN Manager	Mrs Karen Wainwright	kwainwright@park-jun.northants.sch.uk
Ethnic Minority Achievement Co-ordinator	Mrs Kate Morton	kmorton@park-jun.northants.sch.uk
Designated Teacher for Looked After Children	Mr David Tebbutt	head@park-jun.northants-ecl.gov.uk

3. Roles of responsibilities

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disability Coordinator (SENCO) who works closely with the SEN Managers for years 3/4 and 5/6. They are responsible for appointing a qualified SENCO or ensuring they gain statutory accreditation within three years of appointment. All staff will be trained in how best to support vulnerable learners, with specific training needs being identified and met through the appraisal/performance management process. The head teacher will ensure all staff have regular, up-to-date safeguarding training.

The SENCO is responsible for reporting regularly to the Head Teacher and the governor with responsibility for Inclusion on the ongoing effectiveness of this inclusion policy. Further details of the role of the SENCO can be found in the Appendix.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Children who are Looked After has strategic responsibility for the inclusion of children who are adopted or in local authority care.

Class teachers have responsibility of highlighting any child with potential needs to the Inclusion Team and liaising with the team to identify and support vulnerable learners. They are responsible for planning a differentiated curriculum to meet the needs of all students and work with teaching assistants to scaffold and model learning activities to enable progress across the curriculum.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners, and a positive and sensitive attitude is shown towards all pupils at all times.

4. What is SEND?

The Equality Act 2010 defined a person with a disability as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. There are 4 main areas of special education needs. These are as follows:

Area of Need	Definition
Communication and Interaction	Speech, language and communication needs. This involves students finding it difficult to say what they want, what's been said to them or misunderstanding of social rules of communication. ASD, including Asperger Syndrome and Autism, also falls within this category.
Cognition and learning	These students learn at a slower pace than their peers. It includes, Moderate learning difficulties (MLD), Severe learning difficulty (SLD), Profound and Multiple learning disability (PMLD) and Special learning difficulty (SpLD). For example, dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health	Children may be withdrawn, isolates or display challenging, disruptive or disturbing behaviours. These behaviours may indicate an underlying mental health difficulty. This could include anxiety, self-harming, substance misuses etc.
Physical and/or Sensory	This is a disability which prevents or hinders students from using or making the full use of educational facilities generally provided. For example, Visual or Hearing impairments, multi-sensory impairments and/or physical disabilities.

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision for. Historically we have had success in providing for a wide range of

different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- ADHD/ODD
- Dyslexia
- Dyspraxia
- Dyscalculia
- Hearing disability
- Visual disability
- Physical disability
- Speech and Language difficulties
- Attachment Disorder
- Wellbeing and mental health

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. The school will make these provisions to ensure that students with disabilities are not at a substantial disadvantage compared to their peers.

The school will also produce an annual SEND Information report for parents which summarises the Local Offer, how the school uses the SEND Policy and who is responsible for Inclusion in the school.

We do also have a unit for Social, Emotional and Mental Health difficulties which is attached to our school and the pupils are involved with our whole school activities. Students within this unit have been through the Maplefields's referral process.

5. Underachievement or low attainment

Children who are working below age related expectations may have an underlying need. However, it is important to know the difference between underachievement and low attainment to deliver high-quality provision for all students. This table should be used when concerns are arising regarding a student's performance to consider whether the student needs to be monitored.

Underachievement	Low achiever and/or Need	SEND need
Student has the potential to achieve age related expectations. Decline in performance is a new issue. Progress in variable. Achievement gap is close to current chronological age.	Student demonstrates weaknesses in multiple areas. Low attainment has been a consistent issue. With scaffolds, they have slowly closed some gaps in their learning. Achievement gap is 1-2 chronological years behind.	Has a known need and a plan is in place to support the student with additional funding. Very small steps in progress. Requires high levels of adaptations to be able to access learning. Achievement gap is 3+ chronological years behind.

6. English as an additional language (EAL)

A pupil with English as an additional language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need and Disabilities but are seen to benefit from the ability to live and learn in more than one language.

Identifying and assessing SEND for children whose first language is not English requires particular care. It is important to evaluate a child/young person's performance in different areas to determine whether the lack of progress is due to EAL or from SEND.

Provisions will be made for children who struggle to access the curriculum due to linguistic difficutlies. This includes differentiated tasks and scaffolds to reduce academic challenges and additional support may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

7. Funding for SEND children

In accordance with the duties outlined under the Equality Act 2010, schools are expected to make reasonable adjustments for pupils with disabilities. Where a reasonable adjustment is a special educational provision, the revenue cost of that adjustment may be met from the school's SEN budget. The ***SEN notional budget*** is set by the local authority as an identified amount within a school's overall budget allocation. Schools are expected to meet the needs of their students in accordance with the SEND Code of Practice and use this funding towards the costs of securing specialist provision for their pupils with SEN up to the high-cost threshold set by the regulations (currently £6,000 per pupil per annum).

There are 3 elements of fundings that a school received to support children who have been identified as having SEND.

- Element 1 – the general pre-16 core funding within the funding from the local schools funding formula.
- Element 2 – the notional special needs funding. Schools will fund the first £6,000 of addition support costs calculated under the local schools funding formula.
- Element 3 – this is the agreed individual pupil top up paid by the commissioning local authority. This includes High Needs Funding and funding towards supporting children with an Educational Health Care Plan.
  Specialist schools receive £10,000 for every place commissioned.

High Needs Funding

When a pupil's additional support or equipment exceeds the £6,000 threshold, schools can apply for top-up funding from the local authority. This includes High Needs Funding (HNF) and Education, Health and Care Plans (EHCPs). The allocated amount of top up funding is based on the Local Authority's judgement of where the child's severity of needs fall within their scale range 1-6 and the level of support expected from the educational provision. Ranges being:

- Range 1 = Mild (Universal mainstream)

- Range 2 = Mild – Moderate (Universal/targeted mainstream)
- Range 3 = Moderate (Targeted mainstream)
- Range 4a & 4b = Significant (Targeted/specialist in mainstream or specialist equipment)
- Range 5 = Severe (Specialist equipment/specialist school)
- Range 6 = Profound (Specialist school)
- Range 7 = Profound (Highly specialist provision – possibly 24 hours)

The funding made available for the student can also be used for the commission of a professional report, therapy or training for members of staff to deliver evidence based interventions. This could include an Educational Psychologist, Speech & Language Therapist, Physical Therapist etc. Likewise, the funding can be used towards specialist equipment such as, C-Pen for dyslexia, writing slopes and grips, talking tins, laptops etc.

Personal budget for Education Health Care Plans (EHCPs)

Pupils with EHCPs have the right to request personal budgets. This is an amount of money identified by the LA to deliver the provision outlined in the EHCP where the parent or young person has a role in securing that provision. It is the high needs funding that is used towards these personal budgets.

There are 4 parts to delivering a personal budget:

- Direct payments: the individuals receive the money to contract, purchase and manage the serviced themselves.
- An arrangement where the LA, school or college hold the funds and commission the support outlined in the plan.
- Third party arrangements; the funds are paid to and managed by an individual or organisation on behalf of the parent or young person.
- A combination of the above.

8. Admissions

In admitting pupils with special educational needs and disabilities we would expect to have informative discussions with both the pupil's family and the LA to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs and disabilities through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. In line with the Equalities Act 2010, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provisions.

Where children have EHCPs, we follow the LA's guidance on consultations and aim to respond within the 15 days, in line with the SEND Code of Practice. As a mainstream school, it can be difficult to provide specialist provisions for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately

placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

9. Stages of intervention

There are three stages of intervention which the school follows in line with the SEND Code of Practice. The support which children receive is based on their specific, individual needs.

They three types of support are outlined below:

Stage 1 – Quality First Teaching (Class teacher – Monitoring)	
Summary	All learners will have access to quality first teaching. Some children may require some very minor adaptations or differentiated activities to match their learning needs. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs and disabilities.
Identification & Assessment	Children's needs should be identified and met as early as possible. This could include children who are currently underachieving. Likewise, it could include new, unexplained behaviours or communication & interaction difficulties which require monitoring. • The analysis of data including entry profiles, Key Stage One results, "A Language in Common" assessment, reading ages, other whole-school pupil progress data including base line assessments on entry • Classroom-based assessment and monitoring arrangements. • Following up parental concerns • Tracking individual children's progress over time, • Liaison with feeder schools on transfer • Information from other services • Undertaking, when necessary, a more in-depth individual assessment – this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language. • Involving an external agency where it is suspected that a special educational need is significant.
Curriculum access & Provisions	Differentiated quality first teaching that enables access to the curriculum to ensure all children are included. This may include but is not limited to; • The use of clear and precise learning objectives. • Differentiated work and resources • High quality models and scaffolds to support the child in being successful. • Use of visual, auditory and kinaesthetic methods. • Bilingual support/access to materials in translation. • Subject specific vocabulary identified to support the lesson. • Variety of methods to feedback on the work and progress. • Extended opportunities to learn beyond the classroom (e.g. homework matched to their current targets or educational trips).

	• Interventions to make accelerated progress in core areas.
Monitoring & Evaluation	Those receiving support at Stage 1 are not considered to need targeted intervention for SEND needs. These students will continue to be monitored by teachers and support staff on a regular basis to evaluate the level of progress being made to inform next steps. This monitoring will include: • Progress towards specific targets based on deep marking and assessments. • Monitoring of attendance and punctuality. • Will be on the school's provision map.

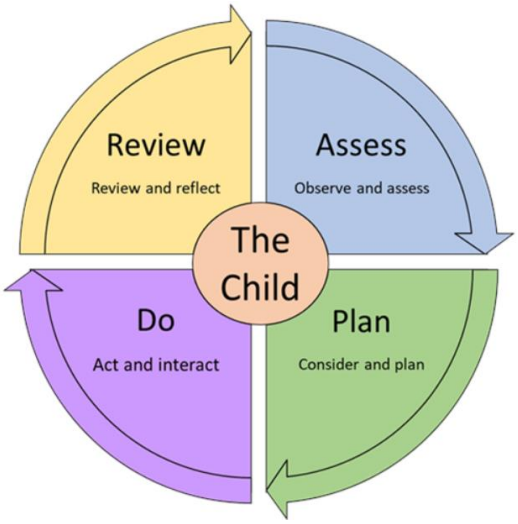
Stage 2 – Targeted, additional support (Individual/small group work – SEND)	
Summary	Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well differentiated curriculum offer for all pupils in the school i.e. they have a special educational need and disability as defined by the SEND Code of Practice 2015. Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support.
Identification & Assessment	At stage 2, assessment from external professionals and services may also be sought out, including: - ASD/ADHD referral - Educational psychologist - Incontinence team - Occupational therapist - Paediatrician - SEMH Outreach - Speech and language therapist - School counsellor
Curriculum access & Provisions	• Maintaining a provision map for all vulnerable learners which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCO/SEN Managers. • Children will have targeted interventions based on their area(s) of need. • All children will have Individual Education Plans (IEPs) which are: - Accessible to all involved – pupils should have an "ownership" of their targets. - Based on informed assessment and will include the input of external agencies. - SMART targets, which are manageable and easily monitored. - Outline how the child can achieve the target. - Discussed by the student, teacher and SENDCO/SEN Managers - Discussed and agreed by parents • Additional professionals/services can be provided where necessary to remove barrier for learning, including: - Anger management program - Behaviour for learning program - Bereavement counselling - CAMHS school nurse - EHA Team - Hearing impaired service - Language support service - NCC Sensory Impairment team - Physical and sensory service - Self-esteem and support groups - Specialist Support Service (SSS) - Targeted prevention team - Virtual Schools

Monitoring & Evaluation	Monitoring of SEND provisions will include: • Interventions for pupils on the SEND register will be tracked using the whole-school provision map. • Half-termly evaluation of IEP targets in consultation with SENDCO/SEN Managers. • Regular drop-ins and book scrutinies to ensure that interventions are being delivered to a high quality. • Lesson observations, learning walks and book scrutinies to ensure high quality modelling, teaching and feedback for pupils with SEND. • Regular collaboration with external agencies to assess progress and next steps.

Stage 3 – Specialist intervention (Specific support & equipment – EHCPs)	
Summary	For a small number of pupils, specialist support, provisions and equipment need to be provided to reduce barriers to learning. This includes children whose learning needs are severe, complex and lifelong. At this point, with a parent/carer's permission, a referral can be made to the Local Authority to carry out a statutory assessment.
Identification & Assessment	A referral for an EHCP will only be made when the school feel they are unable to meet the needs of the student in the current context and with the current funding. The school will need to provide evidence of this, including professional reports. As part of the assessment of need, the LA will produce an educational psychologist report to form the basis of the plan.
Curriculum access & Provisions	The Education Health Care Plan outlines the child's strengths, difficulties and the provision which the school must provide for barriers to be removed so that the child can access the education they are entitled to. IEP targets should be taken from this plan. Interventions must also match the advice outlined in the EHCP.
Monitoring & Evaluation	Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance – particularly regarding the timescales set out within the process. In order to ensure the Plan remains accurate to the child's individual need, the SENDCO/SEN managers will complete annual reviews, involving the child, teachers and parent's views.

10. The Graduated Approach

The Department for Education outline the importance of early identification and intervention in reducing the need for more costly interventions at a later stage. Reviewing the effectiveness of these interventions enables children to make progress, informing the next steps to be taken. The Graduated approach includes 4 stages of action: Assess, Plan, Do and Review.



This cycle can be repeated as many times as needed to help the child make progress. Some children will show good progress after the first cycle whilst others with more complex needs might benefit from the cycle being repeated many times.

Assess

When a teacher identifies a child as potentially having a special educational need and/or disability, the teacher begins the 'Assess' process by making a referral through the inclusion panel.

At this point, it is essential that the views of the child and parent are taken into consideration. In some scenarios, outside professionals from health or social services may already be involved with the child/family. It is important that the SENCO/SEN Managers liaise closely with these professionals to inform the assessments, with the parent/carer's approval.

The use of data and information regarding a pupil's attainment, attendance and progress, alongside national data and expectations, should be gathered and assessed collaboratively between class teachers and SENCO/SEN managers. This can also include observations, formative and summative assessments and the use of focus groups.

Plan

After the initial assessment, the SENCO/SEN managers will decide:

- Which adjustments will be put in place
- Whether targeted interventions and support need to be put in place
- The expected outcomes
- A clear date for review

All staff working with the child must be made aware of the pupil's needs and potential difficulties, the aims of the adjustments and any teaching approaches & resources required to support the child. The targets for this child will be based on their individual needs and the support provided

should be based on reliable evidence of effectiveness. These targets will be recorded on their IEP, located on their student profiles on Insight.

Do

Class and subject teachers are responsible for the progress of their pupils. When the child requires small group or 1:1 support away from the class teacher, they still retain responsibility for that pupil. The teacher must liaise closely with any teaching assistants to plan and assess the effectiveness and impact of support and interventions. The SENCO/SEN managers will ensure that Teachers/TAs have appropriate specialist training where appropriate and are confident delivering specific interventions. The SENCO will also support the teachers in assessing the pupil's particular strengths and difficulties, to advise their Tas on how to implement support effectively.

At this part in the cycle, parents/carers should be fully aware of the provisions being provided for their child and plans should seek parental engagements to further enforce progress at home.

Review

Within this stage, teachers should be continuously evaluating the impact that the support/interventions are having on the student's engagement and attainment. The evaluation will be based on the level of progress the child has made towards their IEP targets. The IEPs are working documents, therefore, any changes to provisions should be made immediately. However, the overall evaluation of IEPs will be reviewed half-termly in collaboration with the SENCO/SEN Managers, child and parents/carers.

The Inclusion Panel will have overall responsibility for the evaluation of the effectiveness and quality of interventions and any adaptations which need to be made. The inclusion panel will also decide whether the current provision needs to be continued or adapted to help the child reach age-appropriate expectations within the provision map.

If the provisions have been successful in supporting the child to make appropriate progress and it is determined that the child will continue to be successful with high-quality teaching, they can be removed from the monitoring/SEN register. Some pupils will remain on the register for their whole educational journey, including those with physical and/or sensory needs. Only the head teacher has the authority to remove a child from the SEN register.

If the child has achieved their targets but is not at age-related expectations, the cycle can continue to be repeated based on new assessment data. If the child has not met their target, teachers must ensure they are SMART and the inclusion team must suggest adaptations to the provision to ensure the child can make progress.

11. Education, Health and Care Plan (EHCPs)

An EHCP should be requested when a child's progress is still limited despite the school taking purposeful and targeted action to support their special educational needs. As part of their standard offer to children, schools must provide support for SEN children. When the budget exceeds the £6000 of notional funding or schools are no longer able to meet their level of needs with the current level of equipment or expertise, a school can request the LA to complete an EHCP.

An EHCP is a legally binding document which outlines a child or young person's special educational, health and social care needs. The document lists the child's strengths, difficulties, educational needs and the provisions which need to be provided for that pupil in a specific, detailed and quantified manner. After a child has been awarded an EHCP, the school may be required to make further adaptations to ensure it is meeting its best endeavours duty and offering the necessary provisions for that child to be successful.

It is imperative that all members of staff who work with the child are aware of the EHCP and its contents. Sections B, E and F of the plan are particularly important as they contain specific information relating to both short- and long-term targets for that child to make progress. These should be used towards their IEP targets to ensure they are being provided adequate opportunities to develop these skills or knowledge.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly regarding the timescales set out within the process.

All children with EHCPs will be recorded as EHCP support under SEN status and the EHCP will be attached to their profile under 'SEN Notes' for all staff to have access to.

Consultations

When a child is awarded an EHCP, the LA has a legal obligation to consult with the child's current setting and other schools locally who may be able to provide provisions to meet the individual's needs. During this consultation, the schools will outline whether they feel they are able to meet the child's needs or whether a specialist provision would better support their progress based on the EHCP. If the local authority ignored the school's advice, the parents/carers will need to obtain a mediation certificate for the school to appeal to the SEND tribunal on behalf of the parents.

12. Individual Education Plans (IEPs)

Individual Education Plans are documents for pupils who have been identified as potentially or do require higher levels of support due to a special educational need, including children with EHCPs. These documents outline the child's specific, short-term targets to support them in progressing. Pupils and parents should be involved in this process as much as possible.

Setting IEPs

The targets set within IEPs may relate to a specific, subject-focused area of need, e.g. phonics, handwriting, numeracy etc., or may focus on other areas of need such as engagement, behaviour, interaction and social skills. Where external agencies have been accessed to provide professional advice, targets should be taken from the reports to address their individual needs. If a child has an EHCP, the targets should be taken from Sections B, E and F as per the advice of the educational psychologist.

The IEP should include 3-4 Targets per half-term. These targets should be SMART:

S	**Specific**	Make sure the targets are clear, easy to understand and precise.
M	**Measurable**	Make sure that you are able to track and describe the progress of the target.
A	**Attainable**	Make sure that the targets is a challenge for the pupil whilst remaining possible in the time frame.
R	**Relevant**	Make sure the target us relevant to their individual needs, use professional advice where possible.
T	**Time-bound**	Make sure you make it clear how often they'll be working on the target and when you expect them to achieve it by.

All children at this stage will be recorded on the school's SEN register. From the point of the referral, children will be recorded as '**Monitoring**'. A child will only be recorded as '**SEN Support'**, once an outside agency or professional has been involved with the student. This could be a Speech & Language therapist, Educational Psychologist, Outreach provider such as Rowan Gate or Maplefields etc. These agencies should offer advice on the child's needs and strategies on supporting the child.

Involvement of pupils

We recognise that all pupils have the right, and become more empowered, when they are given opportunities to make decisions and exercise choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all SEN pupils within the IEP process by:

- Gaining the voice of the child
- Allowing students to state their views about their education and learning
- Support them in identifying their own needs and strengths
- Share in individual target setting so that they know what their targets are and why they have them,
- Encourage them to self-review their progress and collaborate to set new targets.

Involvement of parents/carers

The school aims to work in partnership with parents and carers to ensure that there is consistency between home and school settings and to ensure everyone is happy with the provisions in place to support SEN children or young people. We do this by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, sharing these on a half-termly basis
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Information Advice and Support Services (IASS) available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Reviewing IEPs

The IEPs are working documents so that they can continuously be reviewed and adapted where necessary. However, the main reviews of these will take place at the end of every half term in collaboration with class teachers, teaching assistants and SENCO/SEN Managers. Part of these meetings will also be to encourage the student to review their own progress and be involved in setting new targets where possible. The new IEPs will be sent home to parents/carers each time they are updated.

13. Referral Process and Inclusion Panel

Where teachers and/or parents have concerns relating to a child/young person's needs, the class teacher must make a referral through the school's Inclusion panel. The Inclusion panel is made up of designated leaders and adults across the school responsible for the inclusion of all students. This will include the Head Teacher, SENCo, SEN Managers, Family Support Worker and any other members of staff where necessary such as Assistant/Deputy head, Learning mentors etc. The Inclusion Panel will meet twice per half-term to assess new referrals and review prior referrals made this academic year. Each meeting is formally recorded and stored by the school.

To make a referral, the class teacher will need to complete the '**SEND Referral form**'. This includes summarising the student's needs, identifying their current levels of attainment and outlining what outcome they would like from the referral. As part of the referral, the class teacher must receive the parent's/carer's consent to complete the referral and ensure they understand that the referral could lead to the involvement of external agencies. This is also a good opportunity to discuss whether the parents have any concerns of their own or if they have experienced any difficulties in behaviours at home.

Any child can be submitted to the inclusion panel where concerns have been identified, however, the inclusion panel will decide whether the child goes onto the 'Monitoring' register based on the concerns raised, alongside an observation. The Inclusion panel will then update the class teacher on the outcome of the referral. If the referral has been accepted, and the child is placed on the 'Monitoring' register, an Individual Education Plan (IEP) will need to be created by the class teacher in collaboration with the SENCo/SEN Managers. The child will only move from the 'Monitoring' register to the 'SEN' register, once an external agency has been consulted.

Where a child has been placed on the 'Monitoring' or 'SEN' register, a letter will be sent to parents/carers updating them of the outcome. Similarly, if a referral is not accepted, parents/carers will receive a letter updating them of this outcome.

14. Provision Maps

According to 6.76 of the SEN Code of practice:
'Provision maps are an efficient way of showing all the provision that the schools make which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provides a basis for monitoring the levels of intervention.'

The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision
- Ensure progression and age-appropriate interventions
- Audit how well provisions match need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed

- Inform all stakeholders how provision is used to meet needs
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Provision maps allow the teachers and the SENCO to evaluate the support being provided, measure the impact and ensure there is accurate & efficient monitoring of costs in relation to the allocated funding.

15. Interventions

Often, targeted support will be provided within the classroom during every lesson. This could be through the teacher's use of scaffolds, pictorial & concrete resources, use of language and repetition. Where it is deemed necessary by the SENCO and SEN Managers, additional 1:1 or small group interventions can also take place to work on specific difficulties or needs.

Some interventions will be to support accelerated progress such as numeracy and literacy interventions, whilst others will focus more on social, emotional needs such as self-esteem, listening skills, zones of regulations etc.

A list of example interventions and their uses can be found in the appendix. This can be used by teachers who are making referrals to identify the support they would like for their students.

16. External agencies

When the school feels they would be able to support the needs of the child by receiving professional/specialist advice, a referral can be made for the following:

- Attention Deficit and Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder (ASD)
- Bereavement Service
- Community Nursing
- Community paediatric
- Community team for People living with a Learning Disability
- Continence Assessment
- Community Eating Disorder service
- Educational Psychologist (EP)
- Emotional Wellbeing and Mental Health (CAMHS & Youth counselling)
- Looked After Children Mental Health
- Maplefield's SEMH Outreach
- Occupational Therapy
- Physiotherapy
- Rowan Gate Outreach (cognition & learning)
- School Nurse
- Speech & Language Therapy (Communication or feeding)
- Teacher of the Deaf

17. Transitions

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education. This will be done through early and timely planning for transfer to a pupil's next phase of education and will offer transition meetings to all CLA pupils, EAL, pupils in receipt of Additional SEND support. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

A transition timeline will be produced, with specific responsibilities identified. The support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENDCO/SEN Managers, Designated person for CLA or EMA coordinator will liaise. Relevant staff from the receiving school will be invited to transition meetings.

18. Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDCO/SEN Managers/EMA Co-ordinator, then, if unresolved, by the Head Teacher. The governor with specific responsibility for Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

19. Looked after children (LAC)

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placements moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

Identifying and assessing Looked after Children's needs is complex because children who are placed in local authority care often fail to make expected progress at school due to:

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

(Social Exclusion Unit Report, 2003)

Therefore, mainstream schools must support LA children's SEMH needs and any additional needs which may arise. Our school will work closely with the relevant county's Virtual School (VS) for Children which promote the educational needs of Looked After Children and monitors admissions, ePEP completion, attendance & exclusions. The Family Liaison Officer and SENCO will work closely to ensure this.

20. Very able students

The term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities dance, movement, drama
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Creativity artistic, musical, linguistic

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

21. Links for other services

Effective working links will also be maintained with:

- **Educational Psychology Service:**

Telephone: 0300 126 2000
Contact Email: VLadmin@childrenfirstnorthamptonshire.co.uk
Website: Educational Psychology Service - Schools and education (northamptonshire.gov.uk)

- **Education, Inclusion and Partnership Team:**

Telephone: 01604 365054
Contact Email: eip-triage.ncc@northnorthants.gov.uk
Website: Attendance and behaviour support for schools - Schools and education (northamptonshire.gov.uk)

- **Information, Advice and Support Service for Parents (IASS):**

Telephone: 01604 364772
Contact Email: contact@iassnorthants.co.uk
Website: http://www.iassnorthants.co.uk/Pages/home.aspx

- **Local Offer (High Needs Funding Applications and Education Health and Care Plans):**

Website: Local Offer (northamptonshire.gov.uk)

- **SEND Support Service – Northamptonshire:**

Contact Email: **sss.ncc@westnorthants.gov.uk**
Website: https://www.westnorthants.gov.uk/specialist-send-support-services/send-support-service

- **Virtual School for Looked After Children:**

Telephone: 01604 365912
Contact Email: virtualschool@northnorthants.gov.uk
Website: Welcome to the Northamptonshire Virtual School - Schools and education

Appendix:

1. Role of the SENCo

As outlined in the SEND Code of Practice (2015), the role of the SENCO is:

6.84 Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.

6.85 The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.

6.86 A National Award must be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes (see the References section under Chapter 6 for a link). When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

6.87 The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

6.90 The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

• being a key point of contact with external agencies, especially the local authority and its support services

• liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

• working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

• ensuring that the school keeps the records of all pupils with SEN up to date

6.91 The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

6.92 It may be appropriate for a number of smaller primary schools to share a SENCO employed to work across the individual schools, where they meet the other requirements set out in this chapter of the Code. Schools can consider this arrangement where it secures sufficient time away from teaching and sufficient administrative support to enable the SENCO to fulfil the role effectively for the total registered pupil population across all of the schools involved.

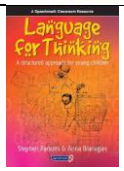
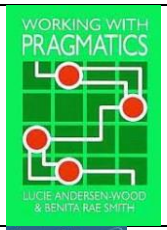
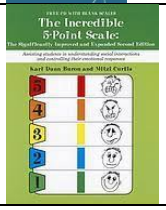
6.93 Where such a shared approach is taken the SENCO should not normally have a significant class teaching commitment. Such a shared SENCO role should not be carried out by a headteacher at one of the schools.

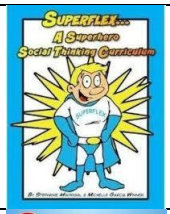
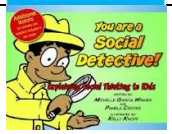
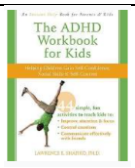
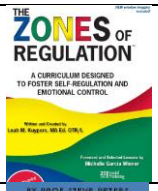
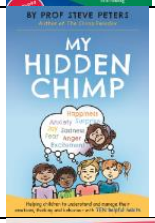
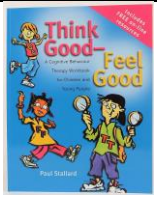
6.94 Schools should review the effectiveness of such a shared SENCO role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEN provision, or the progress of pupils with SEN. advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

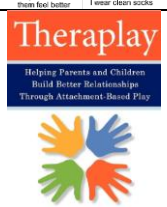
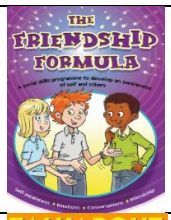
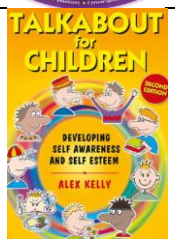
2. Interventions

Below are some of the interventions available for students at PJS.

Intervention	Image	Area of SEND	Description
<u>Numeracy:</u> Number Stacks Numicon		Cognition & Learning	Programmes to develop an understanding of the key maths skills.
<u>Literacy:</u> Colourful Semantics Reading between the lines		Cognition & Learning	This includes phonics, reading and awareness & understanding of language and inference.

RWI phonics			
Language for Thinking		Cognition & Learning	This programme develops children's language from the concrete to the abstract. It is based on fifty picture and verbal scenarios that can be used flexibly with a wide range of ages and abilities.
The Teodorescu Perceptuo-Motor Programme		Cognition & Learning/ Physical disability	These exercises and activities develop hand-eye-coordination, form constancy, spatial organisation, figure-ground discrimination, orientation and laterality. It is beneficial for students with developmental co-ordination disorders or children with mild-moderate learning difficulties. It improves fine motor skills & handwriting.
Occupation-al therapy		Cognition & Learning/ Physical disability	Occupations for children may include self-care (dressing, eating, toileting), being productive (attending & engaging in educational tasks) and leisure (playing, socialising participating in sports). The holistic approach promotes identification of needs and training to manage or improve them.
Physiother-apy		Physical disability	Physiotherapy focuses on helping a child's physical development, specifically gross motor skills (such as sitting, standing and walking, jumping) as well as his/her difficulties with balance and co-ordination. The physiotherapist will provide suitable activities and exercises for the child to receive throughout his/her day within our setting.
Speech & Language		Communication & interaction	This therapy provides treatment, support and advice for children who have difficulties with communication, or with eating, drinking and swallowing.
Working with Pragmatics: A Practical Guide to Promoting Communicative Confidence		Communication & Interaction	This activity book by Benita Rae Smith & Lucie Anderson-Wood, is designed for children with speech, language and interaction difficulties to improve their communication skills.
Comic Strip Conversations		Communication & Interaction	This is a programme that illustrates interactions that teach conversation skills to students with autism and related disorders.
The Incredible 5 Point Scale		Communication & Interaction	This programme assists students in understanding social interactions and controlling their emotional responses

Superflex		Communication & Interaction	A highly engaging social learning curriculum that teaches social observation, social awareness, perspective taking, flexible thinking, and self-regulation.
Social Detective		Communication & Interaction	The Superflex Series is designed to boost social awareness, perspective taking, and self-regulation. Children learn how to develop social detective skills, the power of observation, reading context, and interpreting clues to then choose how to respond in ways that meet their social goals.
ADHD		SEMH	This programme helps children to gain self-confidence, social skills and self-control. It works through activities and strategies to support children to bring their impulsive behaviour under control.
Listening Skills		Communication & interaction	These colouring sheets are an excellent way to help children improve their concentration and attention span. The teacher reads each instruction only one to assess how much of the information the children have remembered and understood.
Boxall		SEMH/ Communication & interaction	A nurturing approach to teaching practice which better supports the social and emotional wellbeing of the pupils in their care. The sessions are clear, interactive, and offer the right balance of theory and practice. The activities are designed on the child's difficulties.
Drawing & Talking		Social, Emotional & Mental Health (SEMH)	This is an attachment-based therapeutic 1:1 intervention, allowing children to discover and communicate emotions through non-directed techniques.
The Zones of Regulation		SEMH	This program increases children's self-awareness and social & emotional skills. It uses 4 coloured zones to help children identify their emotions and recognise what causes their emotions to change.
My Hidden Chimp		SEMH	This book provides simple strategies to help children understand how their mind works. It supports children to work on managing their behaviours & emotions and understand why they sometimes behave and feel the way they do.
Think Good, Feel Good		SEMH	An attractive and lively workbook follows which covers the core elements used in CBT programmes but conveys these ideas to children and young people in an understandable way. The concepts introduced to the children can be applied to their own unique set of problems through the series of practical exercises and worksheets.

Social Stories		SEMH	Social stories and comic strip conversations can help children to develop greater social understanding and help them stay safe. It is particularly beneficial for children with ASD.
Theraplay		SEMH	Thid is a form of therapy designed to build, enhance attachment, self-esteem, trust in others and joyful engagement in school. Theraplay is based on natural patterns of playful and healthy interactions between children and adults.
Lego Therapy		SEMH	Lego-based therapy is an evidence-based approach to developing social communication skills through turn-taking, following rules, using names and problem-solving.
The Friendship Formula		SEMH	This program designed by Alison Schroeder focuses on self-awareness, emotional awareness, conversational skills and friendship skills to develop confidence and skills for children to interact in social settings.
Talkabout for Children		SEMH	These Talkabout series provide activities and discussions to develop a variety of skills. There are 3 programs we use within this: - Developing Friendship skills - Developing social communication - Developing self-awareness and self-esteem - Theory of Mind – Social skills & relationships

3. Equipment

Below are some examples of equipment which could be beneficial within the classroom:

Resource	Image	Description
Buddi - Fidget toy		Buddi is a quiet and unobtrusive transitional object which attaches to clothing to keep fidgeting fingers busy under the table, to enable the mind to concentrate.
Tabletop games		These can be used as morning starters or reward time opportunities to improve confidence and social skills, as well as turn taking and problem-solving skills.
Ear defenders		Ear defenders can be used to block out noise and reduce sensory overload, enabling stress relief and focus.
Writing slopes		The angle of writing slopes improves placement of the shoulder, arm and hand, promoting the ideal hand position for wrist flexion and wrist movement which supports the best pencil grip. It also promotes an upright posture.

Pencil grips		Pencil grips can be used for children with poor fine motor skills who struggle to grid a pencil accurately, resulting in poor handwriting.
Easi-Grip Scissors		These scissors have been designed in collaboration with Occupational Therapists to support children with grip difficulties.
Timers		Timers support students to learn how to self-pace and transition between tasks and lessons. It is particularly beneficial for children who require sensory breaks to recognise how long they have left to complete their task.
Now/Next board		Now & Next boards is a visual strategy to help children break down tasks and understand what is required of them. It's beneficial for children who have difficulties with transitions, small changes and have limited attention skills.
Visual timetable		Visual timetables enable children to know the things that must happen first, before they can do the activity that they are often focused on. It also helps them to understand where they are in the day.
Emotion cards/fans		The feelings communication fan is a simple way for children to express how they are feeling emotionally or how their sensory environment is affecting them. It is ideal for children with non-verbal autism or other communication difficulties.
Privacy display		The privacy display created a distraction-free workspace, supporting children's emotional well-being and academic performance. It is ideal for children who face concentrate challenges or require a quiet area for learning as it creates a barrier against visual and auditory distractions.
Fidget bands for chairs		Fidget bands are designed for learning environments where children and young adults are required to sit. They bands can be positioned underneath seated users between the chair legs, providing a fidget band for users that need additional help concentrating in relaxed environments.
Wobble cushion		A Wobble Air Cushion is designed to bolster sensory experiences and postural support for children. It is especially suitable for children requiring movement to stay attentive, it effectively meets sensory processing needs.
C-Pen		For extreme cases of dyslexia, a C-Pen can be used in exams or lessons where support is not available to read questions/text aloud.

Talking Tin		Talking Tins record up to 40 seconds of sound and play it back instantly in high-quality. It allows instructions to be repeated to support children who struggle to recall more than one-step instructions.

Policy created by:	Lauren Kings	September 2026
Policy to be reviewed:	SENCO	September 2027
Policy agreed by governors:	Signed:	Date: