



SEND & Inclusion Policy

Responsible committee	Full Governing Body
Date Reviewed	Autumn 2025
Next Review	Autumn 2026
Signed on behalf of the Governing Body	<i>Caroline Loison</i>
Print Name	Caroline Loison

Dignity Statement

Kingsway Junior School is committed to providing a learning environment where all children are treated with dignity and respect. As stated in the UN Convention on the Rights of the Child, all children are born with dignity, which cannot be taken away, regardless of behaviour, ability, disability, race, economic background, gender, sexuality or beliefs. Duty Bearers' protection of children's rights affords them this dignity and allows them to access education free from barriers.

This policy should read alongside the following documents:

SEND School Information Report

School Offer for Autism

Equality, Information & Accessibility Policy

Supporting Pupils with medical conditions

Complaints Policy

The effectiveness of our policy will be reviewed annually by the SENCO in conjunction with the Headteacher and senior leadership team. It will be shared with Staff and Governors to ensure it reflects our current practice and any local or national developments.

Legislative Compliance

This policy complies with the guidance given in the Special Educational Needs and Disabilities Regulations 2014. It has been written as guidance for staff, parents or carers and children with reference to the following:

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014 (updated May 2015)
- Ofsted SEND Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

The SEN code of practice is statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. This Code of Practice is dated January 2015.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Aims

Our aim at Kingsway Junior School is to develop confident, enthusiastic and happy learners. We want every child to be the best they can be, academically, emotionally and socially. We aim to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected; we embrace the needs of all children, including those with a Special Education Need or Disability (SEND) and ensure that every child feels happy and safe, both at home and at school. We aim to provide every child with access to a broad and balanced education ensuring the provision of opportunities for everyone to achieve and succeed. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2015.

As a school we have linked our policy to that of the EEF (Education Endowment Foundation). We have looked into many of their reports but specifically 'Teaching SEND in mainstream schools'.

It is our belief that 'Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.'

We aim to do this by:

- ✓ Ensuring that Kingsway Junior School is an inclusive environment for children with different and individual needs.
- ✓ Ensuring equality of opportunity for pupils with SEND i.e. that children with SEND or medical needs can take part in the activities of the school alongside those who do not have SEND. Providing appropriate provisions to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- ✓ Early identification of children with SEND. This is achieved, most effectively, by gathering information from parents, education, health and care services prior to the child's entry into the school.
- ✓ Ensuring that all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- ✓ Ensuring that careful planning of lessons addresses potential areas of difficulty and removes barriers to pupil achievement.
- ✓ Encouraging learners to develop confidence and recognise value in their own contributions to their learning, thereby contributing to high self-esteem.
- ✓ Identifying clear roles and responsibilities of staff in providing for children with SEND.
- ✓ Ensuring that all parents and carers of children with SEND are kept fully informed of their child's progress and attainment and involved in supporting their child's education.
- ✓ Ensuring that children with SEND are involved in evaluating their progress and setting new targets.
- ✓ Careful monitoring used to inform best practice.
- ✓ Working with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- ✓ Maintaining good relationships with external agencies.

Identification of pupils needs:

(SEN Code of Practice January 2015)

Defining special educational needs. The SEND code of practice (2015) states that; 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she;

- Has a significantly greater difficulty in learning than the majority of others of the same age
- 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 Identification before joining Kingsway Junior School.

We are committed to the early identification of student/pupils with SEND in order to support future progression for the child through school. Prior to joining Kingsway Junior School, staff work closely with families to make an early assessment of need. We recognise that parents or carers know their child best, and where possible we use an informal home visit or prior school visit to meet the child in their own context.

We are fully committed to co-production as a key feature of our SEND processes. Where the child is already known to an outside agency, such as health or social care, we work in a multi-agency way to ensure that we have the right information so that the best possible provision, intervention and support can be put in place as early as possible.

Where a child already has an EHCP prior to starting school, we will work with professionals to ensure a transition programme takes place and provision is in place to meet the needs of the child.

On entry to school a 'baseline assessment' is carried out to identify current levels of attainment. With the support of senior leaders, we regularly monitor the progress of our student/pupils, which allows the early identification of a concern. Where a teacher identifies a difficulty or a concern about a pupil's progress this will be discussed with the parents and SENCO, and the graduated process will be followed. Where appropriate, we also take advice and support from external professionals.

What is not SEND but may impact on progress and attainment may include:
Disability, Attendance and punctuality, Health and welfare, Children/young people in receipt of Pupil Premium Grant or Pupil Premium Plus, Looked After Children, Being a child/young person of servicemen/women, EAL.

In summary – we will

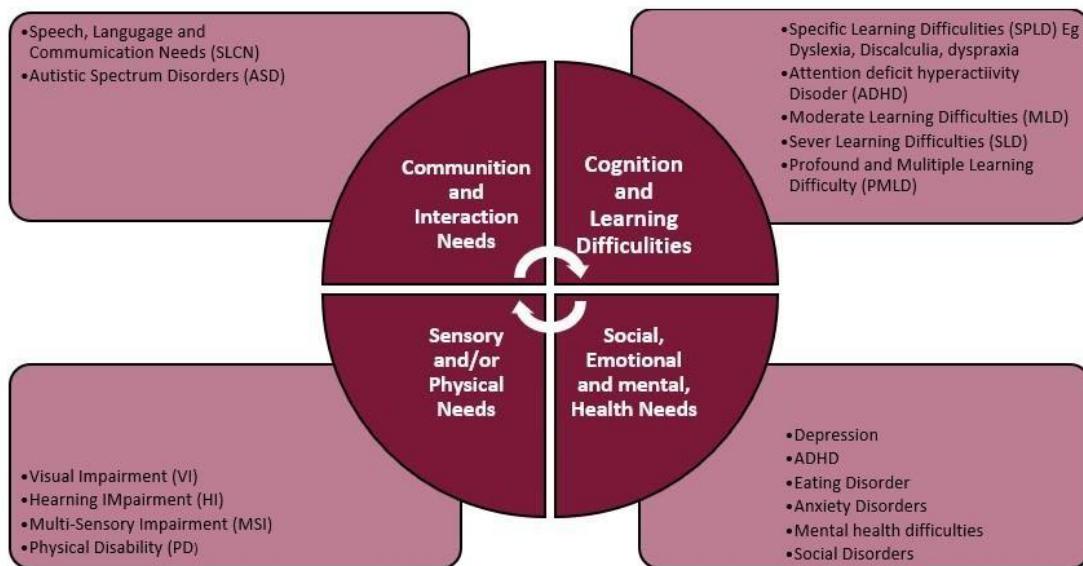
- Provide starting points for an appropriate curriculum.
- Identify the levels of support needed in class and at home

- Assess the child's learning difficulties
- Ensure on-going observations/assessments
- Gather information from teacher, parents, the child and any professionals involved.
- Use the graduated approach - Assess, plan, do and review
- Provide regular feedback to parents and carers

Where a child continues to make less than expected progress, despite support and interventions that are matched to the child's area of need, the school, with the support of parents or carers may make a referral for external specialist support.

The 2015 SEN code of practice identifies four broad areas of special educational need:

Communication and Interaction Cognition and Learning Social, emotional and mental health difficulties Sensory and/or physical needs.



A Graduated Approach: Assess-Plan-Do-Review (APDR)

The graduated approach is at the heart of whole-school practice as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and where a special educational need is identified, the graduated approach becomes

more personalised as it responds over time to a growing understanding of the child and to gaps/barriers in learning.

At Kingsway, we carry out further assessments using specific SEND tools where necessary with certain pupils.

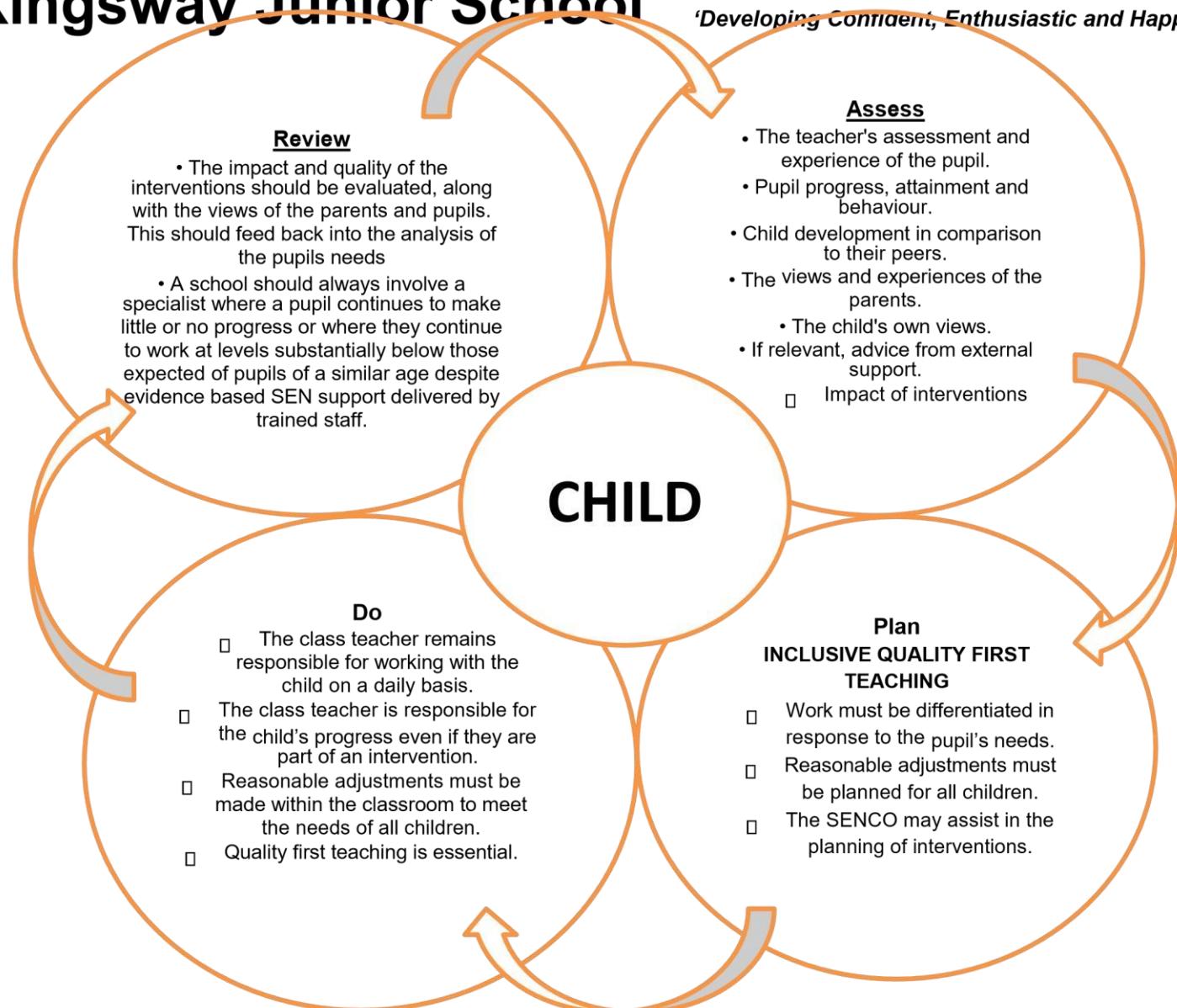
This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Kingsway have adapted this APDR approach to Target Action and Review (TAR).



Kingsway Junior School

'Developing Confident, Enthusiastic and Happy Learners!'



Educational Inclusion

At Kingsway Junior School we actively seek to ensure equal opportunities for all learners, whatever their age, gender, ethnicity, physical ability, attainment, social/economic background, gifts or talents. We have high expectations of all our children and aim to achieve this through the removal of barriers to learning and participation.

We recognise that all children are unique and encourage them to feel that they are a valued part of the school community. Through appropriate curricular provision, we respect the fact that children:

- have their own particular strengths;
- have different educational and behavioural needs;
- require different strategies for learning;
- learn at different rates; and
- require a variety of different teaching approaches and experiences.

Children and their parents/carers are entitled to be treated fairly with respect to important educational decisions, especially concerning admission, attendance, exclusion and assessment for any special needs. Procedures will be applied in accordance with DfE, Ofsted and CYPD guidance.

Supporting pupils and families

Please refer to Hertfordshire's Local Offer.

The school's Information Report can be found on the website. This report outlines how Kingsway supports their pupils and families. This details external agency support, transitions and how to support your child with their learning.

This includes helping children and parents in transitioning to a new school where needed.

Medical conditions

The school will make arrangements to support pupils with medical conditions. Individual care plans and/or Education, Health and Care Plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the care plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'.

Children with Disabilities

At Kingsway Junior School, we are committed to providing an environment that allows children with disabilities full access to all areas of learning. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children (see accessibility plan). Reasonable adjustments will be made to ensure full access to the curriculum and school events in consultation with parents/carers. Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, pupils may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Roles and Responsibilities

INCLUSION CO-ORDINATOR (INCO)

The Inco ensures that there are inclusion arrangements for all pupils attending school. This could be arrangements with pupils with SEND or pupils that are disadvantaged, vulnerable or EAL.

Role of Inclusion Co-ordinator at Kingsway Junior School

Leading Inclusive Practice and Pedagogy

- Leading inclusive practice, inclusive pedagogy and an inclusive culture within the setting and providing support and information to staff and parents on inclusion of all children, with reference to the Diversity, Equality and Inclusion Charter and Guidelines.
- Cascading learning throughout the staff in the setting so as to foster an inclusive culture.
- Supporting staff in the implementation of inclusive practices in curriculum planning and assessment which supports the regular reviewing of the learning environment, daily routines, activities and social interactions to enable children of all abilities and backgrounds to participate at an appropriate level in both individual and common tasks.
- Sharing learning and good practice regarding observations, documentation and curriculum planning and development, modelling good practice and utilising different strategies for collaborating with the team regarding effective communication with children.
- Engaging with national and local developments related to inclusion in order to continue to lead the implementation of good practice in the setting.
- Engaging with ongoing CPD to ensure adherence to good practice in relation to developments within the disability sector and in relation to the inclusion of children with additional needs. SENO

The SENCO plays a crucial role in the school's SEND provision. They are responsible for:

- The SEND policy and its implementation
- Mapping provision throughout the school
- Coordinating support for children with SEND

- Updating the SEND register and maintaining records
- Liaising with and giving advice to all staff members
- Liaising with parents
- Supporting staff in identifying pupils with SEND
- Maintaining links and information sharing with other schools and external agencies

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 2015.

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made available for pupils with SEND.
- Ensuring that SEND pupils are fully involved in school activities
- Having regard for the Code of practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing the SEND policy
- Assigning a link governor who meets at least termly with the SENCO

Head Teacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including SEND provision
- Alongside the SENCO, keeping the Governing Body well informed about SEND within the school

Class Teacher

The Code of practice clearly notes the importance allocated to the teacher in the provision of SEND pupils. The Class Teacher's responsibilities include:

Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils

- Collaborating with the SENCO to decide the action required to assist the pupil
- The progress and development of all pupils including those with SEND
- Working with the SENCO to develop suitable targets for SEND pupils
- Ensuring the plan and targets are implemented in the classroom by themselves and support staff
- Working with the SENCO to review targets
- Working with SEND pupils on a daily basis to deliver their individual programmes
- Effective deployment of adults in the classroom
- Regular liaison with parents and the SENCO

Learning Support Assistant (LSA)

These adults are responsible for:

- Ensuring the day-to-day provision is in place for pupils they support
- Implementing agreed strategies, programmes and advice for agencies
- Record keeping
- Resources to support
- Maintaining specialist equipment as necessary
- Regular communication with both the Class Teacher and SENCO to ensure they are aware of targets

Parents and Carers

Strong working partnerships with parents and carers are essential for enabling children with SEND to achieve their full potential. Parents and carers know their child the best, as such it is essential that they contribute to planning appropriate support for their child and play an active role in their child's education. Parents and carers will be kept informed and fully involved at all stages of the special needs process. The school takes into account their views and wishes at all stages.

- Termly meetings are available to parents and carers to share progress and discuss targets. Parents and carers will be kept informed of interventions and outside agency support. **Parents to be contacted at least once a term to check in.**

Provision Mapping and Management

Kingsway Junior School uses whole school provision mapping.

The aim of the provision maps is to show targeted special educational provision. For whole class, groups and individuals that is additional to and different from the schools differentiated curriculum. **The provision map is a working document and is reviewed every six weeks. Any changes are made and parents are made aware of this.**

Where additional/different targeted provision is planned for, there are clear and expected outcomes linked directly to provision.

We follow Kingsway scales in order to track smaller steps of progress for some SEND pupils.

Funding

For children and young people (CYP) with emerging high needs or for CYP who have needs that fall outside the EHCP process, schools can apply for additional funding (Local High Needs Funding). A detailed report is prepared and taken to two separate panels of professionals who make the decision to award funding. If funding is awarded, it is for a set number of hours weekly for a year or more to support the child in school.

Referral for an Education, Health and Care Plan

If a child has significant, complex or lifelong difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school alongside the parents or carers. This will occur when the needs of the child are such that a multi-agency approach is required to assess the need, plan provision and identify required resources.

The application for an Education, Health and Care Plan will combine information from a variety of sources including: Parents, Teachers, SENCO External professionals, Social Care, Health Professionals

Information will be gathered relating to the current provision provided, actions that have been taken, and the outcomes of targets set. A decision will be made by a team of professionals from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Banding

When applying for an EHCP or LHN (local high needs funding), a banding tool is used. This determines the amount of funding a child may receive according to the highest need. This banding is part of the wider decision from all professionals working with the child.

Criteria for exiting the SEND support

Where specific planned provision has been successful and progress has been made, then there will be a consideration to remove the pupil from the SEND register. The pupil will continue to be monitored by the school's monitoring cycle.

Staffing

The INCO is Mandy Akers
Contact number – 01923 672583
Email – deputyhead@kingswayjm.herts.sch.uk
The Governor with responsibility for SEND is Sandy Young.

Access to this policy

This policy is available on the School's website.
A hard copy is available upon request from the School Office.