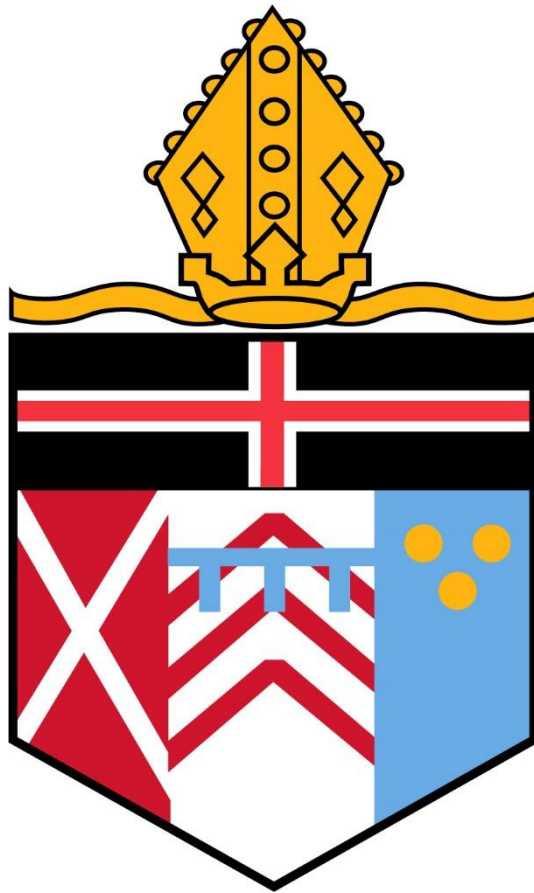


Blue Coat C.E. (Aided) Junior School



Special Educational Needs

Adopted: September 2025

To Review: September 2027

This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:

- Equality Objectives;
- Accessibility Plan;
- Assessment for Learning;
- Anti-Bullying Policy;
- Medical Needs Policy

1. DEFINITIONS

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

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. (*Code of Practice D.F.E. 2015*)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) 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.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

2. RATIONALE

Blue Coat Junior School is an inclusive school, catering for a wide range of SEND, including pupils with:

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

Our school welcomes all children. Guided by our vision, "**With God all things are possible**", we value them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed. This empowers them to find **joy** in their achievements and succeed.

We believe that all teachers are teachers of children with SEN. It is a whole-school responsibility to address these needs. Through staff working together as a team, we foster the **wisdom** and **courage**

needed to overcome barriers. In partnership with pupils and their parents, we strive to ensure that our aims are met.

We place a great deal of value on the role of the parent/carer. We understand that navigating additional needs can be challenging. We are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify information throughout the SEN process.

We recognise that parents hold key information, knowledge, and experience. This contributes to a shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners. You will be supported to play an active and valued role in your child's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

Aims

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

3. ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole. Driven by our vision, "**With God all things are possible,**" we work collaboratively at every level to ensure all children can succeed.

Governing Body

The governing body will have the following responsibilities. With **wisdom**, they will:

- Appoint a governor with specific responsibility for SEN;
- Have regard to the SEND Code of Practice, oversee the implementation of reform, and provide strategic support to the Headteacher;

- Publish information on the school's website about the implementation of the policy for pupils with SEN;
- Ensure that there is a qualified teacher designated as SENCO;
- Cooperate generally with the local authority, including in developing the local offer and when the school is named in an EHC plan;
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions;
- Publish information about disabled children's admissions, steps taken to prevent less favourable treatment, access facilities, and accessibility plans;
- Ensure all governors are aware of SEN provision, including the deployment of funding, equipment, and personnel.

The Head Teacher

The Headteacher will have the following responsibilities. With **courage**, they will:

- Take overall responsibility for implementing the Code of Practice.
- Ensure the SENCO has adequate time to carry out duties and influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of SEN provision for whole-school improvement.
- Put in place arrangements to ensure parents are regularly engaged in discussions about their child's progress at least three times a year.
- Ensure a process is in place for involving parents and young people in reviewing provision and planning.
- Report to the governing body how resources are deployed to meet provision.

The Special Educational Needs Co-ordinator (SENCO)

The role of the SENCO includes bringing **joy** and clarity to our families. They will:

- Oversee the day-to-day operation of the school's SEN policy;
- Coordinate provision for children with SEN;
- Liaise with the designated teacher where a Looked After Child has SEN;
- Oversee SEN support plans and ensure staff work closely with parents to follow a graduated approach;
- Advise on the use of the delegated budget and other resources;
- Liaise with parents of children with SEN, building trusted partnerships;
- Maintain links with other educational settings and outside agencies;
- Liaise with potential next providers of education to ensure smooth transitions;
- Work with the Headteacher and governors on the Equality Act;
- Ensure that SEN records are kept up to date;
- Contribute to the in-service training of staff.

Class Teachers

Class teachers have the responsibility to:

- Provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review;
- Focus on outcomes for the child by being clear about the outcome wanted from any SEN support;
- Be responsible for meeting special educational needs, using the SENCO strategically to support the quality of teaching, evaluate support, and contribute to school improvement;
- Hold high aspirations for every pupil, setting clear progress targets and understanding how the full range of resources will help reach them;
- Show **courage** and **wisdom** by working in partnership with pupils and parents/carers to plan progress, seek their views, and provide regular updates;

SEN Support Staff

Class teachers work with SEN support staff to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities link directly to targets set out in support plans. Guided by our belief that "**With God all things are possible**," staff work collaboratively to unlock every child's potential.

- LSA/TAs are part of the whole-school approach to SEN, working in partnership with the class teacher and the SENCO to deliver pupil progress and narrow gaps in performance.
- The support they give focuses on the achievement of specific outcomes within the graduated approach, bringing **joy** to learning within the context of high-quality teaching overall.
- LSA/TAs act as part of a tailored package of support for the individual child but are never a substitute for the teacher's direct involvement with that child.

3. IDENTIFICATION OF SEN

Through their discussions, observations, assessments and data analysis the SENCO, class teachers, key workers and support staff will identify any children who appear to have SEN. Children with SEN may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCOs or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEN they will be placed on the SEN register as SEN Support.

SEN Support

When a class teacher or the SENCOs identify a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for SEN support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;

- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary the SENCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.

Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress the school or parents should consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service;
- Costed provision maps.

Parents or school are the only partner who can request an Education, Health and Care Assessment.

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

4. RECORDING SEN

Records are kept on all children with SEN, detailing steps taken to support them. Record files are kept by the SENCO.

SEN Register

This is a file kept by the SENCO. It indicates which children have SEN and what stage they are at. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEN;

Pupil Files are kept up to date by the SENCO.

Class Teachers will keep copies of support plans for reference and amending in their short-term planning files.

Transfer of Information will be the responsibility of the SENCO.

5. SEN REVIEWS

It is a statutory requirement for children with an EHCP to have an Annual Review. At Blue Coat Junior School we hold annual reviews for children with an EHCP and termly reviews for those on SEN support. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of the Parent/Teacher evenings in the Autumn and Summer Terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

6. STAFF TRAINING

The school makes an annual audit of training needs for all staff, taking into account school priorities as well as personal and professional development. This audit provides the **wisdom** to ensure our team is highly skilled and fully equipped to meet the diverse needs of our pupils. The school is allocated funding from the Standards Fund each year which it uses strategically to meet these identified needs.

We believe that "**With God all things are possible,**" and we invest heavily in our staff so they can help every child thrive. Particular support and mentorship will be given to Early Career Teachers (ECTs) and other new members of staff, giving them the **courage** and confidence to excel in their roles and bring **joy** to their classrooms from day one.

7. POLICY EVALUATION

The implementation of this policy will be monitored by the Headteacher and SENCO. It will be reviewed annually. We measure our success with the **wisdom** that every child learns differently, knowing that "**With God all things are possible**" for all pupils.

When reviewing the success of this policy, we will consider:

- Progress of SEN children compared to non-SEN;
- Standards reached by pupils with SEN, celebrating the **joy** of their individual achievements;
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEN provision.

Through regular classroom observation, we will also consider:

- The quality of curriculum planning and the team-focused collaboration between teachers and SEN support staff;
- The extent to which pupils follow an appropriately differentiated curriculum that gives them the **courage** to take risks in their learning;
- The use of varied resources which enable pupils with SEN to make progress towards their targets;
- The ethos of the classroom and the extent to which pupils with SEN are well-cared for, supported, and included.

Date of Implementation: September 2025

Date of Review: September 2027

Signed SENCO *L. Grieve*

Signed SEN Governor *H. Donkin*