



# TELFORD JUNIOR SCHOOL

## SEND Policy

**2025 - 2026**

**Approval and Review**

This policy is reviewed in discussion with staff and governors.

**Effective from:** December 2025

**Approved by:** TJS Governing Body

**Review Date:** December 2026

**Review Leader:** Head Teacher

## 1. POLICY STATEMENT

This policy outlines the philosophy, principles and procedures that have been agreed by the governing body and whole staff to enable us to meet the learning needs of all the children at Telford Junior School.

***“All children and young people are entitled to an education that enables them to make progress so that they:***

- ***Achieve their best***
- ***Become confident individuals living fulfilling lives, and***
- ***Make a successful transition into adulthood, whether into employment, further education or higher education or training”***

At Telford Junior School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils regardless of their needs or abilities. It is our policy that:

- All pupils share the right to a broad and balanced curriculum, differentiated work and opportunities to demonstrate progression, regardless of any special educational needs or disabilities
- All pupils have a right to an education that develops the qualities and competencies needed for full and effective membership of their community
- All pupils are valued equally irrespective of ability, disability, race, culture or gender
- All pupils have the right to be integrated into everyday life of the school, wherever this can be achieved, in accordance with their assessed needs
- Parents, pupils and staff work together to ensure the views, wishes and feelings of all are represented
- An appeal procedure is in place which is fully accessible to everyone

## 2. Legislation and guidance

This policy and the SEND Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEND

The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for Education, Health and Care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND Information Report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

#### **4. SCHOOL PROVISION FOR SEND PUPILS**

In our school, we have high expectations and aspirations for all pupils, regardless of ability or needs. We aim to identify pupils with SEND as early as possible and ensure extra provision will be put in place to support them access the curriculum and the full ethos of the school. Special education provision is educational provision which is additional to, or different from, the educational provision made generally for children of the same age.

Where tracking and assessments suggest pupils are not making expected progress, outside agencies may be consulted and further advice taken.

#### **5. ROLES AND RESPONSIBILITIES**

##### **5.1 The SENDCO**

The designated SENDCO is Miss Natasha Thompson.

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Coordinate appropriate CPD (Continued Professional Development) / training for all staff and advise on the graduated approach to providing SEND support with a range of resources and information available to staff to support them build awareness of strategies to use in the classroom
- Advise on the deployment of the school's Teaching Assistants and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Work with external agencies to assess a range of SEND where difficulties / concerns / needs have been identified
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

##### **5.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

##### **5.3 The Headteacher**

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

**Class Teachers** are responsible for the progress of the pupils in their class. Through their professional observations and monitoring, they will:

- Plan and deliver high quality lessons, differentiated for individual learners
- Identify pupils experiencing difficulties and monitor their progress closely
- Liaise with parents and advise them on the best ways to support their child at home
- Discuss concerns relating to pupils with SEND with the SENDCO and Senior Leadership Team
- Provide specific targets through Individual Support Plans (ISPs) that are shared with pupils and parent/carers
- Liaise with teaching assistants so that support given is suitably planned and effectively carried out
- Maintain a file of information for the children in their class on the SEND register
- Contribute to monitoring and review procedures
- Seek to meet SEND within the overall framework of inclusion in the school

## **6. IDENTIFICATION AND THE SEND REGISTER**

When identifying if a child has a special educational need or disability, at Telford Junior School, we follow a graduated approach as set out in the Special educational needs and disability code of practice:

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

It is important to remember that for some children, SEND can be identified very early in their school life. However, for other children, difficulties may only become evident as they develop. All school staff are alert to emerging difficulties and respond as early as they can.

The first response in all cases should be high quality teaching targeted at a pupil's areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCO, should assess whether the child has SEND. While gathering evidence (including the views of the pupil and their parents) school will put in place extra teaching or interventions designed to support the child. The pupil's response to such support can help identify their particular needs. At this stage, the child will be added to the Monitoring Register.

### **Monitoring Register**

This is an informal stage where class teachers:

- Identify a concern about a pupil's progress
- Put strategies and interventions into place to accommodate the child's needs
- Gather available information about the pupil
- Discuss concerns with the pupil's parents/carers and or SENDCO
- Review and monitor progress more frequently

Where support has been in place for a term and no progress has been observed, the SENDCO will liaise with the class teacher and parents/carers and look at alternative strategies and support. At this stage, school may seek further advice or assessments from external specialist services.

### **SEND Register**

This is the stage at which pupils are officially added to the school's SEND register. The SEND Register details the children identified as having SEND across the school and also records their individual needs. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and also provide targets for a child's Individual Support Plan (ISP). It is reviewed termly following the Assess, Plan, Do, Review approach and where progress has been made, children can be removed and placed back on the Monitoring Register. Similarly, some children may remain on the register throughout their school life.

If, as part of the Assess, Plan, Do, Review process, an assessment is completed, then a report will be shared with the SENDCO, class teacher and child's parents/carers. An opportunity to discuss this with the class teacher and SENDCO will be offered.

If the review suggests the child would benefit from a specific intervention or resource, but identifies no specific area of need, the child will remain on the Monitoring Register. If the review shows that regular input or monitoring is required, identifies a specific need or barrier to learning or shows that a child is working significantly below the expected standard for their age, the child will be placed on the SEND Register. It is important that the SEND register remain a working document where children are added and removed in line with their changing needs.

### **Statutory Assessment – Educational, Health and Care plan (EHC)**

The school recognises that for a very small number of children it will be necessary to request that the LA initiate a formal assessment of a pupil's needs. The production of an EHC plan is organised by Warwickshire LA, in close liaison with the school, pupil and the pupil's parents/carers. The provision set out in a pupil's plan will be closely monitored by the SENDCO and professional support and reviewed annually.

The SENDCO will initiate the review process in conjunction with the class teacher and any outside agencies involved with the pupil. Parents/carers, class teachers, support staff and all agencies involved with the child will be invited to contribute to the review and to attend the review meeting.

## **7. SEND PROVISION**

At our school, we are committed to providing an inclusive environment for all. We ensure that all children have access to a stimulating curriculum and lessons which are differentiated to allow all pupils to achieve. Children have access to a range of resources to support themselves and teachers incorporate strategies to supported pupils with SEND into their everyday teaching.

Children who are working below the expected level for their age group are likely to be involved in targeted support through a range of interventions. Pupils with SEND may find themselves supported more in lessons, involved in several small groups or working with an adult regularly on a 1-1 basis to support their area of need. We are proud to be able to offer a range of interventions to address weaknesses in reading, writing and maths as well as supporting pupils with emotional difficulties through nurture groups, counselling and mindfulness.

Intervention support available includes:

- Additional support in lessons
- Individual support/small group work
- Additional support from a member of the teaching staff
- Additional support from a teaching assistant
- Advice and resources from the SENDCO
- Advice and resources from outside agencies

This support is delivered in a variety of ways depending upon the individual pupil. Interventions are chosen based on the child's needs and the progress against their targets is closely monitored.

Interventions used by the school include:

- Withdrawal from the classroom for short periods of time
- In-class support working with a volunteer helper, teacher or teaching assistant
- Work on objectives covered in previous academic year groups
- Regular reading with an adult
- Phonics support for reading and spelling
- Precision teaching by trained staff
- Drawing and Talking therapy to address emotional needs and anxieties
- A range of nurture provision tailored to individual needs, including friendship groups and anger management programmes
- Work on the I-Pad to improve co-ordination and motor skills
- Handwriting support

- Extra Mathletics sessions for pupils unable to access it regularly at home
- Exercises and physiotherapy organised by an external Occupational Therapist
- Times tables support

Where a child has been assessed by an outside agency and a resource or strategy has been suggested, the school will endeavour to incorporate this into the child's planned intervention and follow the guidance from the outside agency.

### **SEND information Report**

See Appendix 1. The SEND Information Report can also be found on the school's website.

### **Monitoring arrangements**

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

**Links with other policies and documents** This policy links to

- SEND Information Report
- Accessibility Plan
- Relationships (Behaviour) Policy
- Equality Information and Objectives Policy
- Safeguarding and Child Protection Policy
- Staff Behaviour Policy
- Supporting Children with Medical Conditions Policy

### **SEND Information Report**

### **Appendix 1**

This Information Report is guided by the principles of the Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND Coordinators (SENDCOs) and the SEND Information Report

At TJS all pupils are valued equally. We recognise that pupils with Special Educational Needs and / or Disabilities (SEND) given the right environment and support will find a successful way in the world.

At TJS every teacher is a teacher of SEND through effective teaching. The whole school commitment to SEND provision entails regular training for all staff.

## **8. TARGET SETTING, REVIEWING AND MONITORING**

All teachers monitor the progress of the pupils in their class through daily observation, assessments and conversations with support staff. In the case of pupils with SEND, teachers set specific targets on an Individual Support Plan (ISP). These are shared with parents at Parents' Evening meetings and reviewed with the pupil throughout the year. At these reviews, pupils have an opportunity to evaluate their own learning and where able, contribute to future targets.

Targets set for SEND pupils should be SMART:

- Specific
- Manageable
- Achievable
- Realistic
- Timely

SEND pupils may also have a target related to behaviour, as well as academic targets, if this is an area of need.

Where intervention groups or extra support is set up, the class teacher will identify specific targets for pupils to work on and these will be recorded and shared with the staff running the intervention. Progress against these targets will be monitored and discussed with the SENDCO and Senior Leadership Team at progress reviews and will be recorded on the school's Provision Map.

## **9. THE ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEND**

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- Statutory requirements
- Other budgetary pressures in the school
- The resources identified for SEND within the individual school's budget
- Priorities identified in the School Development Plan

### **SEND Funding**

Notional SEN funding is included within the formula funded budget delegated to the school by the LA. This funding is used to support children at all stages on the SEN register by:

- Purchasing specialist services
- Purchasing resources necessary to deliver support programmes
- Paying Teaching Assistants to work with children on the SEND register

### **SEND in-service training**

The school is dedicated to the professional development of all staff working with children with special educational needs. This training may be provided by the SENDCO, outside agency staff working with the school, the Cluster or additional organisations if required. The school strives to ensure it provides support for SEND pupils using a range of interactive and well researched resources.

## **10. ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS**

Parents as partners is central to the philosophy of the school and the Special educational needs and disability code of practice:

Parents/carers will be encouraged to attend meetings with the class teacher and SENDCO and be involved in the setting and evaluation of targets at Parents' Evenings. We recognise the value of parents'/carers' knowledge of their children and will seek to use that information in planning support for pupils. All assessments and reports will be shared with parents/carers and future plans discussed.

We seek to work in partnership through:

- Regular consultation and the review procedure for the sharing of information
- Offering opportunities for parents/carers to discuss their child's needs with the SENDCO and outside agencies involved in the support
- Opening School Access for parents/carers
- Discussing with parents/carers options when pupils leave schools
- Meeting the parents/carers of prospective new pupils to discuss SEND support

### **Accessibility:**

The school aims to be fully accessible for pupils with disabilities. The school supports movement around the site or provides alternative rooming / equipment required. A key part of the Equality Act is:

*"... extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following the ... consultation on implementation and approach, this duty was introduced in September 2012". (DfE website)*

Our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trips and take part in sports day/school performances etc. No pupil is excluded from taking part in these activities because of their SEND.

Pupils with SEND may be more vulnerable to forms of bullying and harassment. Staff are trained to understand, recognise and offer support to all pupils as part of our Child Protection procedures.

### **Working with other agencies:**

Telford Junior School has excellent working relationships with a range of external agencies and specialists, such as Warwickshire local authority support services, SEND Supported (specialist support service), IDS (Integrated Disability Service), EPS (Educational Psychology Service), the NHS physiotherapy and speech and language therapists, social care, CAMHS and the school's health service. Telford Junior School also works with other education providers to provide a bespoke provision, where appropriate, as part of the graduated response to support. Parents/carers are fully involved in this process.

### **Evaluating the effectiveness of SEND provision:**

At Telford Junior School, we carefully and regularly monitor and review our work within the whole school's systems, which includes "pupil voice". Our graduated response ensures that we move pupils on to the next level of support where required, and, where we have evidence of positive impact, allow the pupil greater independence.

- We evaluate the effectiveness of provision for pupils with SEND by:
- regular review of the school's SEND policy (available on the school's website)

- regular review of the SEND register
- reviewing pupils' individual progress
- monitoring data tracked by the school
- reviewing the impact of interventions
- parent / carer feedback
- holding annual reviews for pupils with EHC plans
- regular review and updates to pupil IPR / MPR documentation where relevant, and following professional recommendations

**Contact details for raising SEND questions and concerns: Natasha Thompson.**

**Complaints about SEN provision:**

If parents / carers do have a complaint, they should contact the SENDCO in the first instance. Our complaints procedure is available on our website.

**School SEND Contacts:**

All of our SEND provision is overseen by senior staff, who meet at least once a term with the SEND Governor.

Our SEND provision is overseen by Natasha Thompson, Special Educational Needs and Disabilities Co-ordinator (SENDCO), who meets at least once a term with the SEND Governor, Seher Tawfik.

**General enquiries:** [admin@telfordjuniorschool.co.uk](mailto:admin@telfordjuniorschool.co.uk)

**SENDCO:** [nthompson@telfordjunior.co.uk](mailto:nthompson@telfordjunior.co.uk)

**SEND Governor:** [stawfik@telfordjunior.co.uk](mailto:stawfik@telfordjunior.co.uk)

**The Local Authority offer:** <https://www.warwickshire.gov.uk/send>

**For impartial advice and support from SENDIAS:** <https://www.kids.org.uk/sendias>