Grange Junior School

SEND POLICY

2026



Policy Statement
Principles underlying the policy.

At Grange Junior School, we are committed to offering an inclusive curriculum to ensure the progress for all of our pupils whatever their needs and abilities. Our educational aims for pupils with Special Educational Needs and/or Disabilities (SEND) are the same as those for all pupils in the school.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 years 2014
- SEND Information Report Regulations 2014
- Children and Families Act 2013

Contacts
Our Special Needs Coordinator (SENDCo)at Grange Junior School is Mrs A Jones. She can be contacted via the school office on 02392 581172 or by e-mail via the school admin office.

Definition of special needs:

A child has a learning difficulty if:

a) he/she has a significantly greater difficulty in learning than the majority of children of his/her age.
b) he/she has a disability which prevents or hinders him/her from making use of educational facilities for children of his/her age.

A child is disabled if:
He/She has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Aims
- To ensure that all children in the school are encouraged, valued and accepted equally, regardless of their ability and behaviour.
- To provide all children with access to a broad, balanced and relevant curriculum which is differentiated to meet the individual needs, and which enables all children to work towards their potential through the National Curriculum.
- To recognise that every teacher is a teacher of children with special educational needs.
- To accept that parents and their children have a valuable contribution to make towards the child's development and learning.

Objectives
- To identify at the earliest opportunity, using agreed school criteria, those children with special educational needs.

- To provide appropriate individual education programmes for children who require learning support.
- To consult parents, the child and external agencies where necessary in order to provide the most appropriate support.

The Governing Body

The Governors, including the **SEN Governor- Anthea Leslie**, will ensure that:

- A policy for SEN will be reviewed annually taking account of the Code of Practice 2014, and reports will include information on the impact of SEN interventions.
- Teachers are aware of the importance of identifying children with special educational needs and make proper provision using efficient and effective resources.
- The Head teachers and Governors will supervise the management of the SEN provision including the provision of relevant resources.
- The Headteacher and Governors determine SEN policy which is managed by the Headteacher and implemented by the SEN coordinator.

School Organisation

The management of Special Educational Needs is operated by Amy Jones, who maintains an up-to-date register of identified children.

- Training needs for the whole staff and individuals are identified within a staff development plan which is part of the School Development Plan.
- Admission arrangements for children with SEN are in line with Hampshire County Council guidelines. (See school's admissions policy)
- Funding received by the school from the County will be targeted to provide additional support for identified children.
- Children will be taught mainly within their peer group although there will be occasions when they will be withdrawn to work in smaller groups in order that their particular and specific needs be met. On some occasions a child may need 1:1 adult support or a modified curriculum depending on their needs.
- Main resources for Special Educational Needs are held centrally, and there is a booklet of all resources which are available.

Identification and assessment of children with special educational needs.

The school follows the revised Code of Practice 2014.
Areas of Special Educational need are -

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Children are identified in a number of ways:

- Teacher Assessment
- Teacher raising concerns

- Monitoring in class
- SENCO involvement
- Programme in place – developing IEP targets
- Targets reviewed and updated

Initial Concerns: Early intervention stages are monitored and addressed by the class teacher. The school follow a plan, do, review cycle to monitor needs and progress.

***SEN Support*:** Following the plan, do, review process, children who are identified with special educational needs in the Code of Practice have Individual Education Plans (IEPs). In liaison with the SEN coordinator, class teacher and learning assistants a plan is devised to support their needs. A review by the class teacher of the child's progress in relation to their IEP occurs each term. In collaboration with the SENCO and LSA's the class teacher sets targets for the following term. The IEP's are shared with both pupils and parents and targets are worked towards within a specific time limit. The schools' procedures relating to recording and reporting will apply.

The SENCO will monitor all children on the SEN register and will be responsible for involving any outside agencies when necessary.

Education Health and Care Plans (EHCPs): For a small number of children this support may still not meet their needs. In this case the school can request that the LA undertakes a Statutory Assessment of the child's needs which may lead to an Education Health Care Plan. These children may be provided with extra funding by the LA which the school will use to support the child. The EHCP will be reviewed annually at the Annual Review Meeting.

SEN Register

The SEN register is held by the SENCO and class teachers hold relevant parts of the register for the children in their class. It contains the names, prioritised list of difficulties and support given and is reviewed and updated regularly. Within the register the SENCO notes pupils with EHCPs and the review date. Details of pupils with EHCPs in process are also recorded.

Involvement of Parent/Guardian

The school recognises the value of parents/guardians as partners and will actively promote that at all levels and stages of their children's learning. Parents are provided with a copy of their child's IEP (Individual Education Plan).

- When concern is felt by the teachers, it will be shared with the parents/guardians of the child.
- Parental concerns and evidence will be taken into account when supporting the child.
- Arrangements for incorporating parents/guardians' views are in place in the review and reporting procedure.

SEN provision is outlined in the school brochure and the SEN information report is available to look at through the school website.

The attention of parents will be drawn to the school's SEN policy and to the fact that a copy is available from the office for them to read. Parent's complaints will follow the school's complaints procedure.

Training

To enable staff to address the special needs of our pupils, areas of training may be identified by the Head, SENCO or by the teacher or LSA. These may be addressed by county courses advertised in the Directory of Training or from regular "in-house" training by the SENCO.

Communication/Liaison

Appropriate links are developed with schools including local special schools and with other resource providers within the authority.

Prior to entrance to Year 3, SENCO and newly designated Year 3 teachers will meet with their appropriate Infant School colleagues to discuss the educational needs of all pupils who will be transferring to the school for the new academic year. Particular note will be taken of those pupils already identified as having special educational needs. In the summer term the SENCOs from the Infant, Junior and secondary schools meet to discuss Year 2 and year 6 children on the special needs register.
Links also exist with health, social care and relevant bodies. When children transfer to another school, their full record is passed to the receiving establishment. Records of Year 6 pupils are also passed to secondary schools when they transfer into Key Stage 3.

Staffing Provision

SEN Coordinator

The special needs coordinator is responsible for managing the appropriate provision of Special Educational Needs teaching throughout the school and to support staff to move towards the schools stated aims. The role of the SENCO will cover areas of administration and information, consultancy and monitoring and supervision as outlined in the Job Description.

Class Teacher's Responsibilities

The class teacher will:

Collate information about the child's problems, assist with the assessment of the child's special educational needs and make provision where appropriate.

The class teacher will direct the work of the LSA's associated with their class.

Support Staff Responsibilities

Under the direction of the class teacher, the LSA will support the work of the pupil.

Adult Volunteers
Volunteers work on an ad hoc basis for reading and practical activities as directed.

Support agencies
Ethnic Minority and Traveller Achievement Service (EMTAS) for bilingual/integration support.
Primary Behaviour Support for behavioural support
Child and Adolescent Mental Health Service (CAMHS)
Attendance through Home School Link Worker and Office Staff (EWO now not in existence)
Child and family Therapy
Therapists: Speech Therapists
Physiotherapists
Occupational Therapists
Educational Psychologists

The Schools Directory /SENCO have the current names and contact telephone numbers.

Teaching arrangements and learning support
All children will receive high quality inclusive teaching. Support is targeted to children with the greatest need. Children with EHCPs may receive 1:1/ small group support either from a qualified teacher assistant or from support staff. This support may be delivered within the classroom or the children may be withdrawn depending on the special needs and the educational focus.

Implementation
Support provision is based on identified individual needs and includes support in mixed ability classes and some small group work. Standardised tests are used as an aid to identification. The following are used:-

Teacher observation and assessment
SPAR Graded Word Spelling Test
NFER tests in Literacy and Numeracy
Salford reading accuracy and comprehension test termly
Sandwell Numeracy test start and end of year
SENCO/LSA observation and assessment
Behaviour Observations and BST notes
At least termly review meetings on pupil progress
Progress on IEP targets monitored

Review of the Special Needs Support
Reviews offer the opportunity to decide on modification and changes to pupil programmes and levels of adult support. Class teachers can provide evidence about pupils for whom they have a concern so that access to support is considered flexibly. The school follow a plan, do, review cycle.

Criteria for Success

Having effective systems for:-

- identification
- assessment
- monitoring and record keeping
- production and use of well defined and realistic IEPs
- use of outside support services and agencies

Recognisable progress year on year as evidenced in:-

- IEPs and the targets achieved
- Yearly Tests
- Termly SEN tests
- SATS results Key Stage 1 / Key Stage 2
- Assessment in core subjects
- Tracking sheets for English and maths (Pupil progress meetings)
- SEN portfolios

Inclusion

By implementing a whole school approach to special needs, Grange Junior School facilitates full integration of all pupils including those with identified needs into the full life of the school.

We have an accessibility plan at Grange Junior School have facilities for physically disabled pupils, which includes ramps and toilet facilities for wheel chair access and other physical resources, as well as staff training focused on the varying needs of specific children.

Reviewed: September 2026

Next Review: September 2027