



Special Educational Needs/Disability Inclusion Policy 2025-2026

Section 1: Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.66 and is written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Accessibility Plan
- Teachers Standards 2012, updated 2021
- This policy has been created in line with DfE and Hampshire County Council guidelines by the school's SENCO in discussion with the SEND Governor, in liaison with the SLT, all staff and parents of pupils with SEND.

Section 2: Responsibilities and School Ethos

Freegrounds Junior School is a mainstream setting for children of junior school age (7 – 11 years). We are committed to:

- Supporting the right of every child to have equal access to a broad and balanced education which incorporates the National Curriculum, regardless of their academic or physical ability, behaviour, gender, religious or ethnic background.
- Supporting all children in their endeavours to reach their full potential by providing flexible and varied support appropriate to their individual needs, in a caring atmosphere where self-esteem, confidence and independence are fostered.
- Working in partnership with parents and external professionals to ensure that the needs of children with SEND are met.

This policy was created by Sarah Robinson (SENCO / Inclusion Lead) in liaison with the Head Teacher, the Governing Body, all staff and parents of children with SEND in line with the principles of the current reforms.

The contact details for the SENCO and the SEND Governor are:

- Email: admin@freegrounds-jun.hants.sch.uk
- Freegrounds Junior School, Hobb Lane, Hedge End, Southampton SO30 0GG
- Phone: 01489 782295

Section 3: Our Aims

At Freegrounds Junior School, in line with the Special Educational Needs and Disability Code of Practice 0-25 (2015), we believe that: *Every teacher is a teacher of every child or young person including those with SEND.* We aim to create a shared ethos that SEND is a whole school responsibility requiring a whole school response.

At Freegrounds Junior School, our aims are:

- To form a positive working partnership with parents/carers, consulting with and reporting to them from the outset and at regular intervals on their child's progress.
- To involve the participation of children and their parents/carers in decision-making
- To ensure the early identification of children's needs and early intervention to support them
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- A focus on inclusive practice and removing barriers to learning
- To provide quality first teaching for all, including those learners with SEND.
- To accurately assess and track the progress of children with SEND and work to ensure that attainment for these children improves.

Section 1.24 of the *Code of Practice* clearly states 'High quality teaching that is differentiated and personalised will 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 educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use *their best endeavours* to ensure that such provision is made

for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

Section 4: Identifying Special Educational Needs

At Freegrounds Junior School, we identify the needs of children by considering the needs of the whole child. Through discussions with parents/carers, we can quickly identify any special needs children already have and we will tailor our educational package to suit individual needs as part of whole school inclusive teaching.

We recognise that early identification on entry to the school is a priority if we are to meet the individual needs of children with SEND. The purpose of identification is to work out what action the school needs to take in order to meet the needs of the child; in practice, children may have needs that involve more than one area. The identification of Special Educational Needs should be built into the overall approach to monitoring the progress and development of all children.

A child has special educational needs if he or she has a learning difficulty that calls for special education provision to be made for them.

The Code of Practice suggests that children are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and high-quality personalised teaching (CoP 2015 6.36 onwards).

To ensure all children are effectively identified at the earliest opportunity, an early monitoring system is used where teachers record concerns using a Cause for Concerns form. The class teacher will record concerns as well as any information shared by parents/carers and will keep a record of actions taken and early support provided as part of inclusive practice and 'ordinarily available provision' in place at Freegrounds Junior School. While informally gathering evidence staff should not delay in putting in place extra teaching or other interventions designed to secure better progress (CoP: 6.19).

Section 5: Types and Categories of SEND:

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority.

- A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

We know a child needs extra help through:

- Looking at records and profiles from previous schools
- Our own tracking of each child's progress
- Talking to parents about their concerns
- Reference to Hampshire's criteria for SEND
- Teacher assessment and observations
- Medical records
- Whole school screening procedures such as Dyslexia Screening Tests, Speech Link, Salford Reading Assessment, Sandwell Numeracy Test, British Picture Vocabulary Scale (BPVS)

Special Education provision means for a child over two years, education provision which is *additional to, or otherwise different from*, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.

We recognise in addition to the above that children's special educational needs may be of a long or short-term nature and will change over time, therefore consequently are subject to a continual process of monitoring and review through the school's assessment cycle.

We assess pupils in accordance with the four broad areas of need identified in the Code of Practice 2015

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental health
- Sensory and/or Physical needs

There may be issues that affect, if not addressed, on progress and attainment but are not SEND such as:

- Attendance and Punctuality
- Health and Welfare
- (English as an additional language) EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Being a child of a serviceman/woman
- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings provided for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

Section 6: A Graduated Approach to SEND Support

At Freegrounds Junior School, provision is supported via a graduated approach which means that support for a child with SEND is a continuum between whole class quality first teaching at one end and highly personalised 1:1 teaching at the other depending on level of need.

Decisions are made to place children on the SEND register using the Assess-Plan-Do-Review cycle. This four-part cycle allows earlier decisions and actions to be revisited, refined and revised with a growing understanding of the child's needs. This is known as the Graduated response:

Universal Provision – Quality First Teaching

Quality First Teaching (QFT) means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing the child's progress. Typically, class-based adaptations, part of quality first teaching general provision with some reasonable adjustments where needed to meet needs.

Targeted SEND Support

Carefully planned and targeted interventions delivered by class teacher / year group teams under the supervision of the SENCO

Input from wider professionals in place and applied to the provision delivered

Statutory Provision (targeted, enhanced, exceptional)

EHCP in place to support and guide provision

At each level of need within the SEND pathway, Freegrounds Junior School will apply the assess/plan/do/review model in collaboration with parents/carers and the child.

All children must have access to quality first teaching, but where a potential SEND has been identified, the approach to this child's teaching and learning becomes increasingly personalised as understanding of the need grows. Thus, support becomes more targeted and a

cycle of assessing, planning, doing and reviewing is ongoing. This cycle can become more individualised as the child's needs become more complex.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including when pupils access support from teaching assistants or specialist staff. High Quality Inclusive teaching is our first step in responding to pupils who have SEND. The learning will be differentiated and adapted for individual children.

The aim of formally identifying a child with Special Educational Needs is to help the school ensure that effective provision is put in place and so remove barriers to learning. In line with the SEND Code of Practice 2015, a child at Freegrounds Junior School is defined as having SEND when their needs require support above and beyond that normally provided in the classroom.

Children identified as SEND have specific provision and targets as outlined in their individual SEND plans where provision is reviewed on a half termly basis.

All assessment results are analysed by the SENCO, teaching and support staff. Any children who are falling significantly outside of the range of expected academic achievement or whose results show concerns are identified and their progress monitored closely. Special educational provision is underpinned by high quality teaching and is compromised by anything less. (Section 1.24, CoP, 2015).

The SENCO will be consulted as required for support and advice and will observe the child in class.

Parents will be informed of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Any concerns will be discussed with parents informally, during parents' evenings or other meetings as necessary.

If there are still concerns over progress and attainment, then outside agency involvement will be sought. It is the responsibility of the class teacher to carry out the support and intervention set down in the SEND support plan. They will for the most part, be carried out by the school, in the classroom, using additional adult support and resources.

If the strategies employed at this level do not result in an improvement in the child's learning, then further funding support may be requested through a statutory assessment process.

Referral for an EHCP

An Education, Health and Care Plan is a statutory assessment carried out by the SEND team at the Local Education Authority (LEA). An EHC assessment is usually requested by the school but can be requested by a parent.

Before applying for an EHC assessment, Freegrounds Junior School will be expected to have first endeavoured to meet the child's needs through universal high-quality teaching and through the adjustments and/or additionality offered through targeted SEND support. Requesting an EHC assessment is likely to be where the special educational provision required to meet the child's needs cannot reasonably be provided from the resources normally available to the school.

Freegrounds Junior School will use evidence from the graduated approach to apply for an EHC assessment. Evidence must be on the basis of current need and not predicted/future need.

Once all the advice requested for the statutory assessment has been received, the Local Education Authority will decide whether to draw up an EHC plan. The EHC assessment process is not a guarantee that an EHCP will be approved.

If an EHCP is granted and depending on the nature of the special needs, it may generate top-up funding for additional support as required by the child via the SEND Banding Framework which is a tool to determine how much additional resource is needed.

All children with EHCP will have short-term targets set out in their SEND Support Plan and provision is regularly monitored and assessed to ensure the child is being supported to reach their EHCP targets. The SENCO and class teachers regularly liaise with parents informally and a formal annual review is held with parents/carers each year.

Section 7: Managing children's needs on the SEND Register

Where it is determined that a child does have SEND, parents will be advised of this and the child will be added to the SEND register. SEND support plans will be shared with parents and children on a regular basis with parents/carers having access to their child's SEND plan via the Edukey Provision Map system where they can view their child's current SEND plan and provision.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods including National Curriculum age-appropriate expectations and reading and spelling ages.

Children who are not making expected progress are picked up through Pupil Progress meetings between the Class teacher and Senior Leaders. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

When the child's SEND support plan is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

Appointments can be made via the School Office to speak in more detail to the Class Teacher or SENCO at a mutually convenient time.

Section 8: Criteria for Exiting the SEND Register

Following the Graduated Approach, if the needs of the child changes and no longer present as a barrier to their learning, then they will be removed from the SEND register. Children removed from the SEND register will still be supported via reasonable adjustments and good quality personalised teaching and will continue to be monitored and their progress tracked.

Parents will be involved in the consultation and informed of their child's development.

Section 9: Supporting Children and Families

All staff at Freegrounds Junior School are trained/supported to work with children with Special Educational Needs, appropriate to their role. Your child will be fully included in the classroom through differentiation, additional support where required as well as being encouraged to work independently at times. On a daily basis class teachers are responsible for supporting your child. This is overseen by the SENCO.

We encourage an open dialogue with parents/carers and we will use informal as well as formal opportunities to provide you with information, strategies and resources that may support a child's development.

All parents are welcome into the school at any time during the school year to discuss the progress and wellbeing of their child. We welcome working in partnership with our parents in order to provide the best care and education for all our children.

During parents' evenings and at any other times during the school year as necessary, the class teacher will be able to share with parents' information about their child's progress, next steps in learning and what parents can do to help their child at home.

Outside agency reports often include suggestions and activities for home.

Section 10: Monitoring and Evaluation of SEND

Parents are welcome to come into school to discuss their child's learning at any point during the school year at a mutually convenient time. This discussion could be with the class teacher, the SENCO or both. A child with Special Educational Needs/Disability will have their own SEND plan and their own individual targets outlining the support that is provided and the interventions or programmes which may be used. The targets are achieved or modified regularly by the class teacher or Learning Support Assistant.

The impact of support and interventions is closely monitored by the SENCO and the progress of children is monitored carefully.

Section 11: Training and Resources

All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

The SENCO, with other senior leaders will regularly assess the SEN training needs of the staff. This will be done through performance management cycles and also on advice about current best practice from Educational Psychologists and outreach support.

Staff undertake regular training to fit the needs of the school with staff meeting time allocated to SEND issues based on specific areas of training needs identified around developments in

teaching practice in relation to the needs of children with SEND. External training is available for the SENCO.

Section 12: Exam Access Arrangements

Pupils in Year 6 are expected to take part in the SATs tests. There are a number of approaches to support children during these tests. The children will be closely monitored by the class teacher and the support needed will be provided 'in-house'.

Children with SEND may need arrangements to access tests and assessments. We will check with guidelines and provide arrangements such as more frequent breaks, a quiet room, a scribe, a reader etc as required.

Section 13: Roles and Responsibilities

All staff have a responsibility for SEND.

The **school**, as a whole, has the following statutory duties:

- Secure provision for any child identified as having SEN
- Ensure that the child's SEND is known to all those likely to teach and support them
- Ensure that teachers in school are aware of the importance of identifying and providing for SEND children
- Ensure that the children with SEND engage in activities in the school, together with children who don't have SEND
- Inform parents/carers of decisions made by the school regarding their child's special educational needs
- Take reasonable steps to ensure disabled children are not placed at a disadvantage either in relation to admission arrangements or services provided

The SENCO in collaboration with the Head Teacher and governing body plays a key role in determining the strategic development of the Special Educational Needs and Disability children in the classroom. This help may include training and support by the SENCO, Children's Therapy Service, Teacher Advisers for Special Educational Needs and Disability, Hampshire Educational Psychology Service and Primary Behaviour Support Team.

The **Governing Body**, the **Headteacher**, the **Inclusion Leader/SENCO**, teachers and **support staff** all have important day-to-day responsibilities.

The **SENCO** will:

- Work with the Head Teacher 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 the schools SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- 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 Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The **SEND Governor** will:

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

The **Head Teacher** will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each **class teacher** is responsible for:

- The progress and development of every child in their class
- All teachers are teachers of special educational needs
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the children. All staff can raise individual concerns to the SENCO and record these on the Cause for Concerns form referral process.
- Ensure they follow this SEND policy
- Contribute to EHCP reviews
- Regular target setting and reviewing of SEND plans
- Communicate with parents/carers regarding the progress of children with SEND in their classes

Section 14: Storing and Managing Information

Freegrounds Junior School is committed to maintaining the principles of the New General Protection Regulation (GDPR) and the new Data Protection Act. Much of the best practice associated with the GDPR and Data Protection Act 2018 is based on the Data Protection Act 1998. However, GDPR and the Data Protection Act 2018 introduce new elements and provide an opportunity for the school to review current data protection and practices.

The school is committed to maintaining the principles of the GDPR and the Data Protection Act 2018 at all times and strives to:

- Ensure that clear and robust safeguards are in place to ensure personal information is kept securely and to protect personal information from loss, theft and unauthorised disclosure, irrespective of the format in which it is recorded.
- Ensure that personal information is not retained longer than it is needed
- Review how we communicate the use of data with pupils/parents, and the rights of data subjects, with clear explanations regarding the strengthened rights (including Subject Access Requests SARS)
- Comply with the duty to respond to requests for access to personal information, known as Subject Access Requests

Section 15: Accessibility

We are happy to discuss any individual access requirements. In order to cater for disabled people, the school operates in accordance with The Equality Act 2010 and the Disability Equality Duty. There is a disabled toilet. A ramp has also been built at the front door to improve access. The main pathways in and around the school have been laid to tarmac and benches placed strategically to ensure that only the main pathways are used as access into school. There are allocated disabled parking bays in both car parks.

Section 16: Dealing with Complaints

We aim for a close working relationship with parents/carers and, if parents have a concern about any aspect of their child's education, they can approach the school. We will try to address any concerns you have immediately they are raised with us so please approach the school to enable us to do this at the earliest opportunity. Concerns will always be listened to and we will work with you to agree the best way to support your child and work together to provide the best we can.

If you wish to discuss the provision being made for your child, we would advise you to speak to the class teacher, year leader, the SENCO and the Head Teacher in this order. The school always welcomes collaboration with parents.

Any complaint relating to SEND provision should follow the course outlined in the school complaints procedure. If the matter cannot be resolved through discussion with the class teacher, SENCO and Head Teacher it should be referred to the Governing Body and ultimately the Local Authority.

Reviewing the Policy

The policy is reviewed annually by the SENCO

Date of last review: September 2025
Date of next review: September 2026
Date approved:
Approved by: Full Governing Body