NORTON JUXTA KEMPSEY C.E. PRIMARY SCHOOL

"Together with love and joy of God, we will discover, develop and maximize our unique potential."

Special Educational Needs and Disabilities Policy

Signed by:	
Head Teacher	**Julia Dean**
Chair of Governors	**Daisie Barnett**
Date Reviewed	**15 October 2026**
Date of next Review	**July 2027**
Date Approved by ASC	**Approved via email 20/10/2026**

AMENDMENT HISTORY

Date	Issue	Amendment	Person Responsible
Jan '23	0.01	Admission to School: Delete which is administered by Worcestershire County Council. Add A copy of which is available on our school website	GP
Jan'23	0.02	Identification, Assessment and Review Bullet point 1: Add Language Links screens children's language skills in reception	SENDCo
Jan '23	0.03	Transition Add: adequate time will be given….	SENDCo
Jan '23	0.04	Appendix – SEN Graduated Response Box 2 Stage 1: Delete: Meeting with parents to discuss parent's concerns and gather evidence of parent's views. Discuss their views of their child's strengths and difficulties. Replace with: Notify parents via class teacher and use form via email to gather evidence of parent's views of their child's strengths and difficulties.	SENDCo

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

The Father has loved us so much! He loved us so much that we are called children of God. And we really are his children. – 1 John 3:1 – ICB

The value of love is at the heart of both the Christian faith and our vision here at NJK. God's love for all people inspires us to give love in abundance. We value and care for ourselves, others and the world around us as God's creation, demonstrating our values of friendship, compassion, forgiveness and respect.
We believe this is of the highest importance to enable pupils to explore their differences with tolerance and mutual respect.
Our school vision is integral to everything we do at NJK.
We want to discover and maximise each child's unique potential.
We aim to deliver a joyful and inspiring curriculum and school experience where every child feels loved, valued and cherished.

Introduction

The SEND Code of Practice states that a child has special education needs or disability (SEND) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

(a) Has significantly greater difficulty in learning than the majority of children of the same age.

(b) Has a disability which either prevents or hinders the child from making use of the educational facilities which are provided for the children of the same age in mainstream school.

(c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special educational needs may relate to one or more of the following areas of need:

- Communication and interaction.
- Cognition and learning.
- Behaviour, emotional and social development.
- Sensory and/or physical needs.
- Medical conditions.

Admission to School

Children with SEND are admitted into school in accordance with our whole-school admissions policy. A copy of which is available on our school website.

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Our Commitment to SEND

Norton Juxta Kempsey Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected and equal members of the school.

It is the policy of Norton Juxta Kempsey Primary School to actively encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs and Disabilities (SEND). The learning difficulties which these children may have are assessed and provided for in a variety of ways. The children have the opportunity to develop to their full potential with the guidance and support of their class teacher, the SEND Coordinator, outreach teaching staff and the Access and Inclusion Service.

The school aims to meet the needs of all pupils with SEND by providing an inclusive education that enables them to achieve their full potential. We are committed to ensuring that pupils with SEND have access to a broad, balanced and ambitious curriculum and are fully included in all aspects of school life. Reasonable adjustments will be made where necessary to support participation, remove barriers to learning and promote positive outcomes in accordance with the Equality Act 2010. This policy sets out the procedures and systems established to identify, assess and meet pupils' special educational needs and disabilities.

Legislation and Guidance

This policy has due regard to:

- The Children and Families Act 2014
- The SEND Code of Practice: 0-25 years (2015)
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- Keeping Children Safe in Education
- Working Together to Improve School Attendance

Objectives

In order to meet the special education needs of our children, we must:

- Identify those children who have SEND as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEND.
- Use a variety of teaching styles, and cater for different learning styles, to allow children

with SEND to access the National Curriculum.
- Use resources effectively to support children with SEND.
- Assess and keep records of the progress of children with SEND.
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Inform and involve the parents of children with SEND so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide on-going training for all staff working with children with SEND.

Identifying Special educational Needs and Disabilities

SEND is divided into 4 types in the new Code of Practice 2014:

1. Communication and Interaction – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those who demonstrate features with the autistic spectrum.
2. Cognition and Learning – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
3. Social, Emotional and Mental Health (SEMH) – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
4. Sensory and/or Physical Needs – this includes children with sensory, multi-sensory and physical difficulties.

English as an Additional Language

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual pupil, the school will look carefully at all aspects of their performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used or whether they arise from Special Educational Needs. Children who have English as a second language will not be classed as SEND

Identification, Assessment and Review

At some time in their school career it is possible for any child to have special educational needs, for example because of social and domestic problems, medical problems, undue pressure from home or school. All of these can lead to temporary or even permanent learning difficulties which need to be identified at an early stage.

At Norton Juxta Kempsey Primary School we identify children with SEND as early as possible. This is achieved through regular contact with our feeder Early Years settings and by regular monitoring and assessment throughout the school year.
The "triggers" for further intervention are one or more of the following:

- Language links screening identifies speech and language difficulties.
- Balancability screens for gross motor skills difficulties

- Base scores indicating poor early learning skills at the start and end of Foundation Stage.
- On-going teacher and TA observation and assessment within the classroom and/or age standardised tests showing one or more of the following:
  - The child is working at a level below the national expectation for that year group.
  - The attainment gap between the child and their peers is getting wider.
  - A previous rate of progress is not being maintained.
  - Little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- Assessments in KS1 and in KS2 showing how far below the national expectations the child is working.
- Regular 6 week Read, Write Inc assessment which closely monitors phonics, reading and writing.
- Low scores in the diagnostic testing such as the accelerated reading test.
- Emotional and behavioural difficulties persisting in spite of the use of the school's behaviour management programmes.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment.
- Looked after children.
- For a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.

A clear and defined system for identifying and acting upon SEND is set out in the Code of Practice on the identification and assessment of special educational needs.

Wave 1 – Quality First Teaching

Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

The pupil'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.

Parents will be informed of any concerns and the action the school is taking. Parents are encouraged to share information and knowledge with the school.
Pupils will only be placed on the SEND register once the need is confirmed. Pupil progress meetings with the SENDCo are used to monitor and assess the progress being made by the pupils. The frequency of these meetings is dependent on the individual pupil's needs and the progress being made.

Wave 2 - SEND Concern

Through pupil progress meetings, which occur at the end of each term between the SENDCo and the class teachers, some children may be identified as having a need for specific additional help for a short time. This may be offered through interventions delivered in small groups, pairs or 1:1. At the beginning of any group intervention, a baseline assessment is completed which highlights the pupil's specific needs. Once the intervention has been completed and end of assessment is completed and the pupil's progress is measured.

It is also important to note that early intervention is critical and therefore if a child requires

external support sooner than the procedures in wave 2 then they are accelerated through the process in order to meet their needs.

Wave 3 – SEND Support

A pupil is moved to wave 3 and identified as having SEND when steps have been taken under the provision outlined in wave 2 and these have not been successful in supporting the pupil to make progress within an area of learning. If a child has completed three cycles of the graduated response (assess, plan, do, review), it is at this point that external advice is sought, and the pupil makes the transition from SEND concern (wave 2) to SEND support (wave 3).

Following the school's previous assessment under Wave 2, where appropriate, external professionals will be called to make their own assessments of the pupil and provide support in the planning of extended provision, continued assessment and revised action points.

The school will make every effort to ensure that advice from the external agencies is put into practise as quickly as possible and will keep in regular contact with support services and parents regarding progress External input can involve support and intervention, for example through specialist teaching or therapy. The school will co-ordinate this and, with the external professional, monitor, review and evaluate the effectiveness of the interventions.

See Appendix 1 for the flowchart showing the SEND Graduated Response at NJK.

School Request for Statutory Assessment – Education, Health and Care Plan

For some pupils, the interventions provided by school and from outside agencies may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority to initiate a statutory assessment.

Where a request for a statutory assessment is made to the Local Authority, the pupil will have demonstrated significant cause for concern and/or will be making little or no progress while accessing additional interventions.

We will provide written evidence as required by the Local Authority detailing:

- The intervention and provision map records
- Individual pupil profile
- Records of regular reviews and their outcomes
- National Curriculum level attainments
- Other assessment data
- Written reports from an advisory specialist support teacher or an educational psychologist if available
- Views of the parents and of the pupil
- The involvement of any other professionals
- Any known involvement by the social services or education welfare service

Depending upon the outcome of such a request, statutory assessment may take place. Following statutory assessment, the Local Authority may issue an Education, Health and Care Plan (EHCP) which sets out the child's special educational needs, outcomes and the provision required to meet those needs.

Individual Provision Maps

All pupils on the SEND register at Wave 3 will have an Individual Provision Map (IPM). These IPMs must be reviewed at least two times a year with the parent and the child if it is appropriate to include the child. If appropriate, at the end of each term a meeting is offered for the parent to meet the SENDCo, class teacher and pupil Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next step on the register, for example to request Statutory Assessment.

There must be clear evidence on Staff Share of when IPMs have been reviewed and the outcome of that review. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to Statutory Assessment.

Annual Review of Education, Health and Care Plan (EHCP)

All Education, Health and Care Plans will be reviewed at least annually with parents, the pupil, the Local Authority and School to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The Annual Review will be chaired by the SENDCo. Reports will be submitted by the class teacher, teaching assistant and anyone else working with the child, e.g., Speech Therapist. If there are concerns about the progress or behaviour of a pupil with an EHCP then an Annual Review can be held at any time during the year and more than one can be held in the course of a year.

The Annual Review can be used to request additional support or changes to the EHCP. In the unfortunate event of a pupil with an EHCP facing permanent exclusion an Annual Review MUST be held at the earliest opportunity prior to the exclusion meeting.

Access to the Curriculum and Integration

It is recognised that support within the classroom has its place, as does withdrawal in certain circumstances. We aim for integration in all areas as far as is reasonably practicable, as regular withdrawal will affect access to the curriculum.

Class teachers are responsible for their own organisation and teaching styles, but it is recognised that adaption of work will be a necessary tool for accommodating children with SEND in the classroom. To further integrate children with physical SEND in particular, support staff are employed at lunchtimes for specific children where those concerned feel it is appropriate. Please see supporting documents (Accessibility Plan and SEND Report).

Strategies which are used to enable access to the National Curriculum for all children are:

- Differentiation of the curriculum to match tasks to ability.
- Where appropriate grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Access to Literacy word mats.
- Access to concrete apparatus in maths lessons.
- Clear visuals used within lessons to support learning.
- Use of TAs to provide additional support within literacy and numeracy lessons.
- Small group and 1:1 teaching by the TA's.

- Accessibility to resources to support pupils with sensory or physical difficulties.
- Peer group support through mixed ability grouping.
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- In-Service training for all staff on the needs of children with SEND.

More Able and Gifted Pupils

Provision needs to be made for gifted children, both in terms of identification and supplying a suitable curriculum. It is recognised that some children will be gifted and that this is very much a Special Educational Need. These children may be able to work at a much higher level than most of us are aware, and we recognise that they will not be stimulated by the provision of extra quantities of work pitched at the same intellectual level of their peers Gifted children need a radical improvement in the quality of their work, rather than the quantity, providing the opportunities to deepen their learning and understanding.

Any child may have Special Educational Needs: this includes those who are "More Able and Gifted" students. However, More Able and Gifted students are not defined as students with special educational needs and so would not be automatically registered on the Special Needs register. Instead, they will be listed separately in accordance with the school's More Able Students: Gifted and Talented Policy. The school recognises that gifted students have the right to challenging and appropriate work.

Resources

Funding for SEND is received directly from the DFE into the school budget. This funding is used to provide teaching support for children with SEND and the provision of appropriate learning and teaching materials.

The school has excellent facilities for non-ambulant children, including disabled toilets, ramps, widened doorways and general wheelchair access throughout.

The Special Needs Co-ordinator maintains a central area which holds all the information about each child on the SEND register. All staff have access to the pupil's diary on Scholar Pack. The pupil's diary is where all the information regarding the pupil's provision, meetings, outcomes of the meetings and review dates are documented. The pupil's IPMs are created and saved within the staff shared area so all teachers are able to view the provision for the children in their class.

Transition

The Foundation Stage Class Teacher will arrange a visit to the Early Years setting when they are informed of a child with SEND who will be starting school at Norton Juxta Kempsey Primary School.

At Year 6 adequate transition time will be given for the SENDCo and Year 6 class teacher to provide information to the local feeder High School about children who have chosen to go there.
For pupils with an Education, Health and Care Plan, the SENDCo will arrange a meeting with the SENDCo from the chosen High School during the summer term prior to transition.

Criteria for Exiting the SEND Register

If it is felt that children are making progress which is sustainable then they may be taken off

the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents needs to be taken into account, as well as that of any other professionals involved with the child.

If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and then passed on to the next setting). The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

Supporting Pupils at School with Medical Conditions

Our school has a separate policy for supporting pupils with medical conditions.

Attendance

The school recognises that pupils with SEND may experience barriers to good attendance. Where attendance concerns arise, the school will work collaboratively with pupils, parents, carers and external agencies to identify barriers and provide appropriate support. Attendance support will be reviewed alongside SEND provision to ensure pupils can access education successfully.

The school acknowledges that difficulties related to a pupil's special educational needs or disability may affect attendance and punctuality. Where appropriate, reasonable adjustments and targeted support will be considered to help pupils access education successfully.

For further information regarding attendance procedures, responsibilities and support available, please refer to the school's Attendance Policy.

Roles and Responsibilities

The Governing Body

The Governing Body, together with the Head Teacher, determines the school's general policy and approach to provision for children with SEND. The Governing Body will nominate one governor with responsibility for SEND. The SEND Governor will liaise regularly with the SENDCo and report back to the full Governing Body.

The Head Teacher

It is the responsibility of the Head Teacher to:

- Allocate roles and responsibilities to staff so that special needs are met.
- Liaise with staff, support services, parents and pupils.
- Report to Governors on the needs of the SEND children in his/her care.
- Ensure the needs of the SEND children are met within the school.

The Special Educational Needs and Disability Co-ordinator (SENDCO)

The SENDCO is responsible for the arrangements of SEND provision throughout the school. The SENCO:

- Has responsibility for the day-to-day operation of the SEND Policy.

- Maintains a register of children with SEND and ensures that the records on children with SEND are up to date.
- Works closely with the Head Teacher, the Senior Management Team and the teaching and support staff in co-ordinating provision for our SEND children.
- Organises annual and termly reviews. Ensure that these IPMs are reviewed with the parents (and child if appropriate) at least 2 times a year.
- Provide a detailed record of the Individual Provision map targets and the strategies adopted and their relative success for each child with special needs.
- Ensures Individual Provision Maps are saved to the staff shared area so that they can be viewed by class teachers.
- Ensures Individual Provision Maps are written and reviewed termly.
- Ensures that provision for pupils with SEND is mapped.
- Ensures that the impact of SEND interventions is assessed for each pupil.
- Reports to Governors as requested by the Head Teacher.
- Hold termly meetings with the governor to RAG rate the SEND action plan.
- Works closely with the parents of children with SEND.
- Liaises with outside agencies to gain advice and support for children with SEND.
- Keeps their own skills updated by reading, researching and attending appropriate related external courses.
- Contributes to in-service training for staff on SEND issues.

The Teaching Staff

ALL teachers are teachers of children with Special Educational Needs and Disabilities and will actively seek to adapt the curriculum to meet their needs.

Class teachers must:

- Identify the Special Educational Needs of individual children in their class.
- Know which pupils in their class are on the SEND Register and at what stage.
- Work with the SENDCo to complete any external agency questionnaires relating to the pupil's needs.
- Maintain up to date information on Scholar Pack.
- Ensure TAs are supporting pupils in their class as directed.
- Ensure that the Head Teacher and other colleagues are aware of children's needs.
- Provide learning experiences which are appropriate to the needs of the child.
- Attend appropriate INSET and courses.
- Be fully aware of the school's SEND Policy.

Teaching Assistants (TAs)

All Teaching Assistants have a responsibility for all children, including those with Special Educational Needs. Under the guidance of the Class Teacher, TAs must:

- Carry out activities and learning programmes planned by the Class Teacher and the SENDCo.
- Keep records of this work as requested.
- Support children in class or by withdrawing individuals and small groups.
- Attend INSET and courses where appropriate.
- Be fully aware of the school's SEND Policy.

The Role of Parents of Pupils with SEND

The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

The school values co-production with parents and carers and will work in partnership with families to identify needs, agree outcomes and review the effectiveness of provision through the Assess, Plan, Do, Review cycle.

External Support Services

Norton Juxta Kempsey Primary School is part of the Chadsgrove support network which provides termly SENDCo meetings and access to a range of SEND support and expertise which helps to enhance the provision available to our pupils with SEND. We have visits from a range
of experts including Occupational Therapists, the Complex Communication Team, Speech and Language therapists and Learning Support specialists.

Monitoring and Evaluation of SEN Provision

The effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

- Classroom observation (SENDCO, Head Teacher, SEN Governor)
- Work sampling (SENDCO, Head Teacher)
- Scrutiny of planning (Head Teacher, SENDCO)
- Information feedback from all staff (SENDCO)
- Pupil Interview
- Pupil Tracking (Head Teacher, SENDCO)
- Pupil review meetings and records of review meetings (SENDCO)
- Monitoring IPMs and IPM targets and Pastoral Support Programmes
- Attendance records (Head Teacher)

Assessment and record keeping procedures aim to ensure that pupils with SEND are working at the appropriate levels for any given Attainment Target and Programme of Study. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents.

The school regularly monitors and evaluates SEND provision to ensure that pupils' needs are

being met and that support remains appropriate and effective.

The school recognises the importance of pupil voice when monitoring and evaluating SEND provision. The views of pupils with SEND will be sought and considered when reviewing support and assessing its impact, in a manner appropriate to their age and understanding.

The school's SEND Information Report is reviewed annually and published on the school website. This report provides further information about the SEND provision available at Norton-Juxta-Kempsey CE Primary School.

Safeguarding

The school recognises that children and young people with SEND can be more vulnerable to abuse, neglect and exploitation. Staff will remain vigilant to safeguarding concerns and recognise that additional barriers to communication may make it more difficult for some pupils to recognise or report abuse. All safeguarding concerns will be managed in accordance with the school's Safeguarding and Child Protection Policy, which should be read alongside this policy.

Complaints Procedure

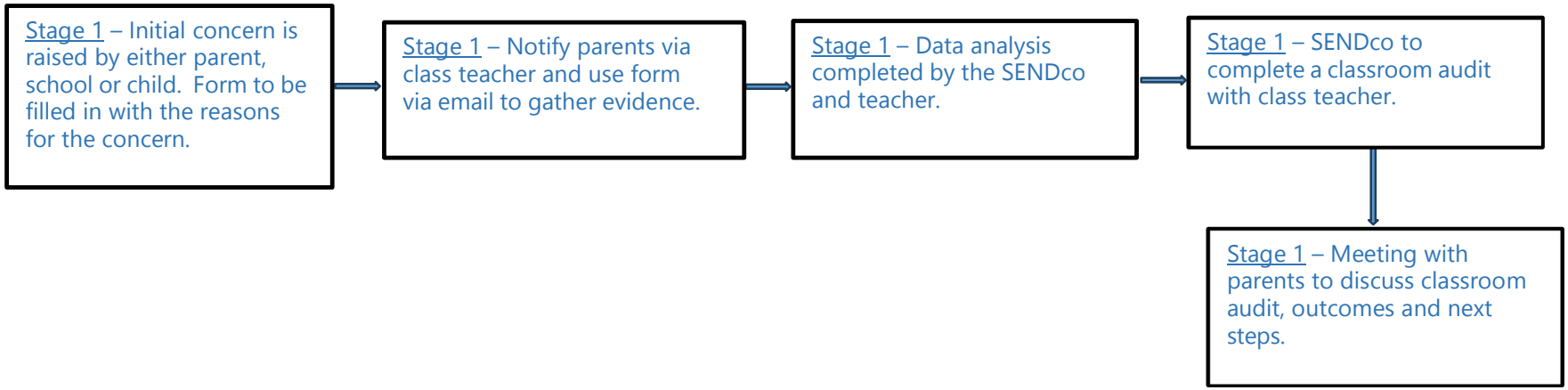
Complaints about the provision or organisation of SEND will be dealt with through the procedures outlined in the whole school Complaints Policy.

The school aims to work closely with parents and carers to resolve concerns as early as possible. Any concerns regarding SEND provision should initially be discussed with the class teacher or SENDCo. If concerns remain unresolved, parents may access the school's formal Complaints Policy. Information regarding independent disagreement resolution and mediation services is available through Worcestershire's Local Offer.

Appendix 1 – SEN Graduated Response

"Every teacher has the responsibility to adapt teaching to respond to the strengths and needs of ALL pupils" Teaching standards 2012

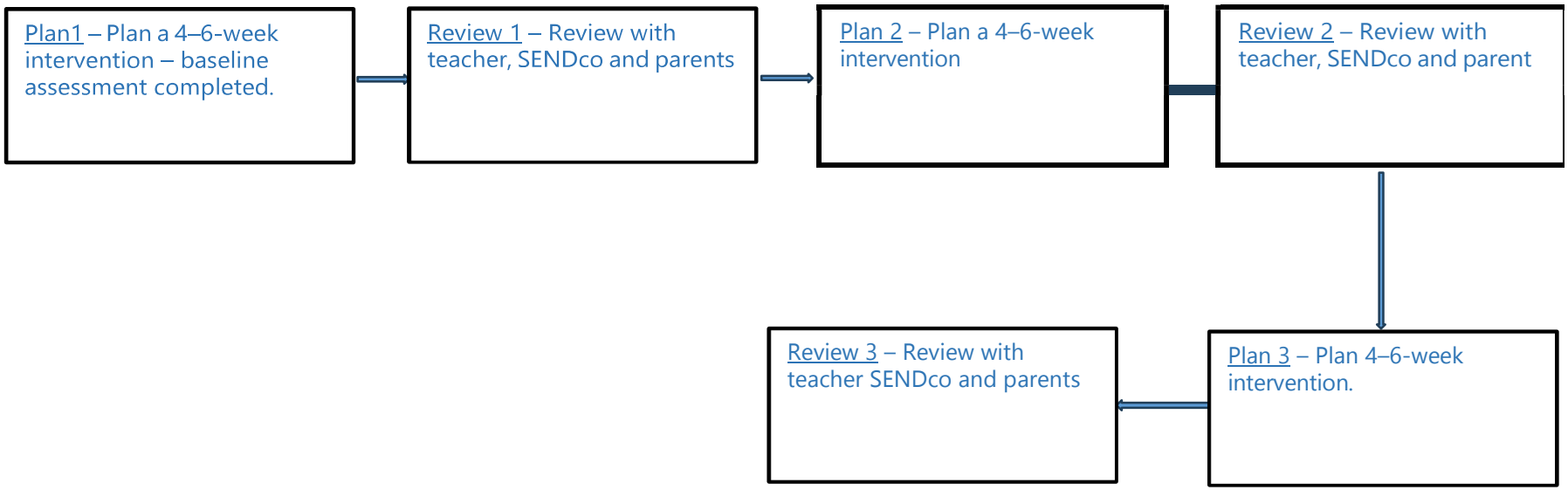
WAVE 1



NORTON-JUXTA-KEMPSEY C.E PRIMARY SCHOOL

"Every teacher has the responsibility to adapt teaching to respond to the strengths and needs of ALL pupils" Teaching standards 2012

WAVE 2



Early intervention is critical and therefore if a child requires external support sooner than the procedures in Wave 2, then they will be accelerated through the process in order to meet their needs.

NORTON-JUXTA-KEMPSEY C.E PRIMARY SCHOOL

"Every teacher has the responsibility to adapt teaching to respond to the strengths and needs of ALL pupils" Teaching standards 2012

WAVE 3

