



Sholing Junior School

Achieving Together

Special Educational Needs and Disability Policy

Reviewed On		Review Frequency	
Next Review Due		Approved By	

1. Purpose and Intent

a) Our values and how they link to SEND

At Sholing Junior School, we believe every child is entitled to a high-quality, inclusive education that removes barriers to learning and enables all pupils to achieve their best, become confident individuals, and make a successful transition to the next stage of education. We want our school to be a place where children will be empowered to change not only their own lives but the lives of those around them.

b) Our aim for an inclusive climate for all learners

We foster a culture where every teacher is a teacher of SEND, that our universal provision is consistent and inclusive, needs are identified early, and support is tailored through our Graduated Response, with those at Wave 4 following a Graduated Response (Assess–Plan–Do–Review) in partnership with parents, pupils, and external agencies as needed.

c) Person with overall responsibility for SEND – Tom Best, SENDCo

The SENDCo (Special Educational Needs and Disabilities Coordinator), Tom Best, is a qualified teacher and member of the Senior Leadership Team. The SENDCo leads the strategic development of SEND, coordinates provision, liaises with external professionals, and reports to governors. Contact: senco@sholing-jun.co.uk

2. School Ethos for Inclusion of Pupils with SEND

a) Linked policies

This policy should be read alongside our: SEN Information Report, Safeguarding/Child Protection Policy (KCSIE), Equality, Diversity & Inclusion Policy, Accessibility Plan and Behaviour Policy.

b) Universal Provision & Quality First Teaching (QFT) – Every Teacher a Teacher of SEND

All teachers are responsible and accountable for the progress of pupils in their class, including pupils who receive additional support. High-quality teaching, including adaptive strategies, is at the forefront to support all pupils, including those who have or may have SEN.

c) Reasonable adjustments

We make reasonable adjustments to policies, practices, and provision so that pupils with SEN or a Disability are not placed at a substantial disadvantage (e.g., adapted materials, auxiliary aids, flexible routines). Physical alterations are addressed through our Accessibility Plan.

d) Early identification – (CoP)

We identify emerging needs promptly through observation, assessment, and discussion with parents and pupils, drawing on teacher assessment, prior attainment, and external advice where appropriate—to remove barriers and put effective special educational provision in place, in line with our Graduated Response. As a part of our identification process we will use a Barriers to Learning resource, which will support us in identifying barriers and implementing the appropriate strategies.

e) Working with professionals and agencies

Where needs are persistent or complex, we will consult and collaborate with external specialists (e.g., Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, sensory services amongst others).

f) Parent voice

We co-produce support with parents/carers, ensuring communication is clear, timely, and accessible. We will signpost where we feel it is appropriate for impartial information, advice, and support.

g) Pupil voice

We involve pupils in decisions about their support using developmentally appropriate tools (1-page profiles, surveys, profiling, adult initiated conversations, visuals/choice boards). Pupil views are integral to Assess–Plan–Do–Review cycles and Annual Reviews.

3. Leadership and Management of SEND

a) Every Teacher and Leader leads SEND

SEND is a whole-school responsibility led by the Headteacher and SLT, with the SENDCo providing expertise and strategic leadership. Leaders at all levels model inclusive practice and set the expectation that Quality First Teaching and the graduated approach are embedded.

b) Distributed leadership model

Senior Leaders, Subject leaders, Class Teachers and Support Staff ensure curriculum and pastoral systems are inclusive and adapt appropriately for learners with SEND, working closely with the SENDCo.

c) Monitoring and evaluation cycle for SEND

We operate a termly cycle of learning walks, work scrutiny, data reviews, and APDR meetings (Assess–Plan–Do–Review), plus systematic evaluation of interventions for fidelity and impact. Governors receive at least annual reports.

d) Staff training for SEND

We maintain an annual CPD plan aligned to our needs assessment (e.g., adaptive teaching, dyslexia-friendly practice, autism-inclusive classrooms, SEMH, sensory processing, medical conditions). Statutory safeguarding training follows KCSIE. Over the last year some of our CPD has covered: Assess-Plan-Do-Review model, IEP creation, Immersive Reader, Scaffolding for learning, amongst further training.

e) Links to Governors and named governor for SEND

A named SEND Governor provides strategic oversight, meets with the SENDCo, and monitors compliance with statutory duties. At the time of this policy being written our current SEND Governor is Sonia Vincent.

4. A Graduated Response

a) Overview of Graduated Response

We follow the graduated approach to match provision to need, escalating support where required and involving specialist support when necessary.

b) The Assess–Plan–Do–Review Cycle

When considering the ways in which we support pupils with SEND we will use an Assess-Plan-Do-Review model in line with our graduated approach. These will form the foundation of any IEP that is created for pupils and will be repeated as different barriers are focused upon.

c) Waves of support

Wave 1: Universal Provision

Wave 2: Early intervention support

Wave 3: Targeted, additional support

Wave 4: Targeted, intensive additional support

Wave 5: EHCP

Pupils at Wave 4 or above will be placed on the schools SEND Register.

d) How pupils move between the waves

Class teachers will regularly review pupils' current wave level, the support they are receiving and progress against outcomes and evidence of impact of current provisions. Individual pupil provision is flexible and responsive, with communication between class teacher and SENDCo between wave movements.

e) Entry to SEND register

A pupil is placed on SEN Support when they require provision that is additional to or different from that made generally for others of the same age; this is recorded on our SEND register and in our SEN Information Report. A pupil will have a primary need when being placed on the SEND register, this will be one of: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), and Sensory and/or Physical Needs, each describing a different type of barrier that may affect a pupil's ability to access learning.

f) EHCP assessment

Where, despite relevant and purposeful action, a pupil may require provision beyond what the school can reasonably provide from its normally available resources, we (or parents/carers) may request an EHCP assessment by the Local Authority.

g) Annual reviews

We convene Annual Reviews of EHCPs within statutory timescales, co-producing updated outcomes and provision and submitting paperwork to the Local Authority as required.

5. Interventions

a) School intervention menu

All interventions are evidence-informed and delivered by the appropriately trained staff whilst being monitored internally. Some examples of our current interventions available include: Little Wandle, Nessy, ELSA, Speech and Language, Memory and Recall screening.

b) Subject specific interventions as part of high-quality teaching

Subject leads alongside classroom teachers will adapt curriculum, teaching sequences, and assessment, consistent with the Teacher Standards.

c) Out of class interventions over and above high-quality teaching

Where appropriate and proportionate, we provide short-term, time-bound interventions beyond classroom teaching, ensuring continuity with class learning and clear entry/exit criteria.

6. Assessment of SEND pupils

a) The Assess–Plan–Do–Review Cycle

Assessment is continuous and routine; targets and strategies are reviewed at least termly with pupils and parents. Below is a short summary of each step.

Assess: Gather clear information about the pupil's strengths, needs, and views to understand what support is required.

Plan: Agree on targeted outcomes and the support or interventions needed, ensuring all involved know what will be done and when it will be reviewed.

Do: Put the planned support into place, with the class teacher responsible for implementing and monitoring it day-to-day.

Review: Evaluate the impact of the support, discussing progress and deciding what adjustments or next steps are needed.

b) Basic information on entry to the school

We gather prior attainment, SEND history, reports, medical information, and reasonable adjustments to ensure smooth transition and immediate support.

c) Pupil profiles

Each pupil on SEN Support or with an EHCP will have a one-page profile summarising strengths, needs, 'what helps me,' and agreed outcomes/targets. These will be coproduced with pupils and parents.

d) IEP's and target setting

Where used, IEPs/Support Plans record clear outcomes, strategies, and success criteria and feed into class planning and reviews.

e) Use of engagement model and Pre-Key Stage Standards

For pupils not engaged in subject-specific study, we use the Engagement Model. For pupils engaged in subject-specific study but working below the standard, we use Pre-Key Stage Standards (Hamwic Building Blocks). If your young person is placed a pre key stage standard we will create a personalised learning journey for them which will be written and shared with you (reading, writing and maths).

f) Progress reviews & tracking of SEND

Progress is tracked through curriculum assessments, Engagement Model evidence (where applicable), and Assess -Plan – Do – Review targets; leaders evaluate attainment and progress for all pupils.

g) Pupil and parent voice in assessment

We will collect and record pupil/parent views to shape targets, provision, and reviews. Examples of how this will be collected include: Parents evening, FISO (Family Inclusion Support Officer), Teachers as your first port of call for concerns and parental surveys. Please do not hesitate to make time to speak to your young person's teacher.

h) Statutory assessment procedures for SEND

Statutory processes (EHC needs assessments, issuing, amending, reviewing EHCPs, mediation/appeal routes) follow the Children and Families Act 2014, SEND Regulations 2014, and the SEND Code of Practice.

7. Supporting pupils with Medical Conditions

a) Duties under the Equality Act

We comply with the Equality Act 2010 and ensure reasonable adjustments are made to avoid pupils facing disadvantage.

b) How some medical conditions do not constitute a SEND need

Not all medical conditions constitute SEN. However, where a medical condition requires special educational provision or reasonable adjustments, support is coordinated by the SENDCo with the pupil and family and documented within an Individual Healthcare Plan (IHP).

8. Admission and Transitions for SEND pupils

a) Admission arrangements

Admissions follow the School Admissions Code and our Admissions Policy; children with an EHCP naming the school will follow the consultation process, and processes will not discriminate against disabled pupils. In all circumstances the school will communicate their ability to meet the need of the pupil.

b) Extra visits to new school

We provide enhanced transition for pupils with SEND (e.g., additional visits, visual transition booklets, phased starts), coordinated with feeder/receiving settings, these transitions will look different for each pupil based on their personal needs.

c) SENDCo meetings and handover

The SENDCo liaises with previous/next settings to transfer records, profiles, plans, and strategies.

9. Accessibility

We publish and implement an Accessibility Plan covering curriculum access, physical environment (e.g., wheelchair access, disabled toilets, ramps), and information access (alternative formats). This is reviewed on a rolling basis.

10. School Trips, School Clubs & Extra-Curricular Activities

We as a school will make reasonable adjustments and conduct inclusive risk assessments for pupils with SEND to enable them to participate fully in trips, clubs, residential and wider school activities to the best of the school's ability. Where needed and possible, we provide additional adult support, adapted transport/equipment, or alternative arrangements.

11. Local Offers

a) School Local Offer / SEN Information Report

Our SEN Information Report sets out the provision we ordinarily make available and is updated annually on our website.

b) Local Authority Local Offer

Parents and pupils can find services, guidance, and pathways on the Local Authority Local Offer: <https://www.southampton.gov.uk/schools-learning/send-local-offer/>

12. Support for Families

School FISO (Family Inclusion Support Officer): Lynn Rickards

SENDIASS (impartial information, advice and support): <https://www.southamptonsendiass.info/>

13. Monitoring arrangements

a) Policy review

This policy is reviewed annually (or earlier if significant changes occur in legislation/guidance, e.g., updates to KCSIE or the SEND Code of Practice).

b) Governor visits

The named SEND Governor conducts link-governor visits, reviews documentation (e.g., SEN Information Report, Accessibility Plan, CPD records, APDR samples), and reports to the full Governing Body.

14. Dealing with complaints

Please refer to our complaints policy, available on our website for further information.