

Thames View Junior School

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Special Educational Needs and Inclusion Policy

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1. Our School Vision and Values

Thames View Junior School is at the heart of the community. We are committed to creating an inclusive, nurturing and ambitious environment where every pupil is valued, respected and supported to achieve their full potential.

We believe that every child has the right to access a broad, balanced and ambitious curriculum that recognises their individual strengths, needs and aspirations. Every pupil has a voice, and we ensure that their views, experiences and opinions are valued as an important part of their educational journey.

Positive relationships between pupils, staff, families and the wider community are central to our success. Through mutual respect, tolerance and collaboration, we create a safe environment where pupils can develop academically, socially and emotionally.

At Thames View Junior School, we have high expectations for all pupils, including those with Special Educational Needs and Disabilities (SEND). We believe that additional needs should never be a barrier to success and that, with the right support, strategies and opportunities, every pupil can flourish.

Through a broad and balanced curriculum, effective teaching and personalised support, we aim to prepare all pupils for the next stage of their academic journey and equip them with the skills, confidence and resilience required to positively contribute to modern Britain.

2. Policy Statement

Thames View Junior School is committed to providing an inclusive education that ensures all pupils, including those with Special Educational Needs and Disabilities (SEND), have equal access to high-quality teaching, learning opportunities and wider school experiences.

We recognise that pupils develop and learn at different rates and that some pupils may require additional support, adaptations or specialist provision in order to access the curriculum and make meaningful progress.

Our approach is based on the belief that early identification, effective assessment and appropriate support are essential in enabling pupils with SEND to overcome barriers to learning and achieve their personal and academic goals.

We aim to identify pupils' needs at the earliest opportunity and provide support through a graduated approach that ensures provision is carefully planned, monitored and

reviewed. We work closely with pupils, parents/carers, staff and external professionals to ensure that support is personalised, purposeful and responsive to individual need.

At Thames View Junior School, we recognise that inclusion does not mean treating every pupil the same. Instead, we ensure that pupils receive the support, adaptations and opportunities they need to participate fully, develop independence and achieve success.

All members of our school community have an important role to play in ensuring that pupils with SEND feel valued, included and supported.

3. Aims and Objectives

At Thames View Junior School, our aim is to ensure that all pupils, including those with Special Educational Needs and Disabilities, receive an education that enables them to achieve their potential and participate fully in school life.

We aim to:

- Provide a safe, welcoming and inclusive environment where every pupil is valued and respected.
- Ensure that pupils with SEND have access to a broad, balanced and ambitious curriculum.
- Identify and assess SEND needs as early as possible and provide appropriate support.
- Ensure that high-quality teaching, adapted appropriately to meet individual needs, is available to all pupils.
- Recognise that every pupil is unique and provide support that reflects individual strengths, needs and aspirations.
- Work collaboratively with pupils, parents/carers, staff and external agencies to ensure effective support and communication.
- Use evidence-based interventions and targeted provision to remove barriers to learning and promote progress.
- Encourage pupils to develop confidence, independence, resilience and self-advocacy skills.
- Ensure that pupil voice is central to decisions regarding their support and provision.
- Monitor the progress and effectiveness of SEND provision through regular assessment, review and evaluation.
- Provide appropriate training, guidance and support for staff to enable them to meet the needs of pupils with SEND effectively.
- Promote equality of opportunity and ensure that pupils with SEND are not disadvantaged because of their individual needs.

Through these aims, Thames View Junior School is committed to ensuring that pupils with SEND are supported to thrive academically, socially and emotionally, both during their time at school and as they prepare for future opportunities.

4. Legislation and Statutory Guidance

This policy has been developed with reference to the relevant legislation, statutory guidance and national expectations relating to Special Educational Needs and Disabilities (SEND).

Thames View Junior School has due regard to the following:

- **The Children and Families Act 2014** – which places duties on schools, local authorities and other agencies to support children and young people with SEND and to ensure their needs are identified and met effectively.
- **The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)** – which provides statutory guidance on the identification, assessment and provision for pupils with SEND.
- **The Equality Act 2010** – which protects pupils from discrimination and requires schools to make reasonable adjustments to ensure disabled pupils can access education and school life.
- **The Education Act 1996** – including duties relating to children with special educational needs.
- **The SEND Regulations 2014** – which outline requirements relating to Education, Health and Care (EHC) Plans and SEND provision.
- **The School Admissions Code** – which ensures pupils with SEND are treated fairly during the admissions process.
- **The Supporting Pupils at School with Medical Conditions Guidance (2015)** – where pupils' medical needs may impact upon their access to education.
- **Keeping Children Safe in Education (KCSIE)** – which recognises the additional safeguarding considerations for some pupils with SEND.

This policy should be read alongside the school's other relevant policies, including:

- Accessibility Plan
- Equality Plan
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Teaching and Learning Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- Attendance Policy

- Complaints Policy

Thames View Junior School is committed to meeting its statutory responsibilities and ensuring that pupils with SEND receive appropriate support, protection and opportunities to achieve positive outcomes.

5. Definition of Special Educational Needs and Disabilities (SEND)

The Special Educational Needs and Disability Code of Practice (2015) states that:

“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.”

A pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools.

Special educational provision is support or educational provision that is additional to, or different from, that normally available to pupils of the same age.

At Thames View Junior School, we recognise that SEND can affect a pupil's ability to learn in a variety of ways. These may include:

- Reading, writing, number skills or understanding information.
- Managing behaviour, emotions or social relationships.
- Developing communication and interaction skills.
- Accessing the physical environment or managing sensory needs.
- Developing independence and life skills.

Having a special educational need does not mean that a pupil cannot achieve. With appropriate support, effective teaching and strong partnerships between school, families and professionals, pupils with SEND can make excellent progress and achieve their aspirations.

6. Identifying Pupils with SEND

At Thames View Junior School, we believe that early identification of SEND is essential in ensuring pupils receive the appropriate support at the earliest opportunity.

We recognise that some pupils may have needs that are apparent before they join the school, while others may develop or become evident during their time with us. Concerns may be identified through:

- Information provided by parents/carers.
- Previous school records and transition information.
- Teacher observations and assessments.
- Pupil progress data.
- Discussions between teachers, the SENDCo and other members of staff.
- Feedback from the pupil.
- Advice from external professionals.
- Monitoring of behaviour, social and emotional development.
- Analysis of attendance, engagement and participation.

Class teachers are responsible for monitoring the progress and development of all pupils within their class. Where a pupil is not making expected progress, despite high-quality teaching and appropriate classroom adaptations, the teacher will work with the SENDCo to assess whether additional support may be required.

A pupil will not be identified as having SEND simply because they are making slower progress than their peers. A range of factors will be considered, including the pupil's previous progress, attainment, strengths, barriers to learning and the effectiveness of existing support.

Where additional needs are identified, the school will use the **graduated approach of Assess, Plan, Do and Review** to ensure that provision is appropriate, targeted and regularly evaluated.

7. The Graduated Approach to SEND Support

At Thames View Junior School, we follow the graduated approach to supporting pupils with SEND, as outlined in the *Special Educational Needs and Disability Code of Practice (2015)*. This cyclical process ensures that support is tailored to individual need and is regularly reviewed to secure the best possible outcomes.

The four stages are:

Assess

Where concerns are identified, the class teacher, working alongside the SENDCo, will gather information to develop a clear understanding of the pupil's strengths, barriers to learning and individual needs. This may include:

- Teacher assessments and observations
- Progress and attainment data
- Discussions with parents/carers
- Pupil voice
- Information from previous settings
- Advice from external professionals where appropriate

Plan

Following assessment, the class teacher and SENDCo will agree the support required. Parents/carers and, where appropriate, the pupil will be involved in planning outcomes, strategies and provision.

Planning will identify:

- Desired outcomes
- Additional provision or interventions
- Staff responsible
- Timescales for review
- Success criteria

Do

The agreed provision will be implemented. Class teachers retain responsibility for the progress of all pupils in their class, including those receiving additional support delivered by teaching assistants or external professionals.

The SENDCo will provide advice, guidance and monitoring throughout this process.

Review

Support will be reviewed regularly to evaluate its effectiveness. Reviews will consider:

- Progress towards agreed outcomes
- Pupil and parent/carer views
- Effectiveness of interventions
- Any changes required to provision

This cyclical process enables support to remain responsive to each pupil's changing needs.

8. Provision Mapping and SEND Support

Provision Mapping is used throughout Thames View Junior School to ensure that support is carefully matched to pupils' identified needs.

Provision is not determined by a diagnosis alone but is based upon identified barriers to learning and evidence gathered through assessment.

Provision may include:

- High-quality adaptive classroom teaching
- Small group interventions
- Individual support programmes
- Targeted literacy and numeracy interventions
- Speech and language programmes
- Social, emotional and mental health support
- Sensory or physical adaptations
- Assistive technology where appropriate

The Provision Map is reviewed regularly to ensure that interventions remain effective, evidence-based and responsive to pupil need.

9. Inclusion at Thames View Junior School

Inclusion is central to our vision and values.

We believe that every pupil should feel welcomed, valued and able to participate fully in all aspects of school life regardless of need or disability.

We promote inclusion by:

- Providing high-quality teaching for all pupils.
- Making reasonable adjustments where required.
- Removing barriers to learning wherever possible.
- Promoting equality, diversity and mutual respect.
- Encouraging independence and resilience.
- Celebrating achievement in all its forms.
- Working closely with families and external professionals.

Inclusion does not mean treating every pupil in exactly the same way. Instead, we recognise individual differences and provide support that enables every pupil to access learning and achieve success.

10. Roles and Responsibilities

Governing Body

The Governing Body is responsible for ensuring that the school fulfils its statutory duties relating to SEND.

Governors will:

- Ensure appropriate SEND provision is in place.
- Monitor the effectiveness of the school's SEND arrangements.
- Ensure sufficient resources are allocated.
- Appoint a SEND Governor.
- Review SEND policy and practice regularly.

SEND Governor

The SEND Governor acts as a critical friend to the school and monitors the effectiveness of SEND provision.

The SEND Governor will:

- Meet regularly with the SENDCo.
- Monitor implementation of this policy.
- Report to the Governing Body.
- Ensure statutory responsibilities are fulfilled.

Headteacher

The Headteacher has overall responsibility for SEND provision across the school.

The Headteacher will:

- Ensure the requirements of the SEND Code of Practice are met.
- Support the strategic development of SEND provision.
- Monitor outcomes for pupils with SEND.
- Ensure staff receive appropriate training.
- Work closely with the SENDCo and Governing Body.

SENDCo

The SENDCo is responsible for the day-to-day operation of SEND provision.

Responsibilities include:

- Managing the SEND Register.
- Coordinating provision for pupils with SEND.
- Supporting teachers in meeting pupils' needs.
- Liaising with parents/carers.
- Working with external agencies.
- Monitoring interventions and pupil progress.
- Supporting staff development.
- Coordinating Education, Health and Care (EHC) Plan processes and Annual Reviews.

Class Teachers

Class teachers are responsible and accountable for the progress and development of every pupil in their class.

They will:

- Deliver high-quality adaptive teaching.
- Identify pupils who may require additional support.
- Implement agreed strategies and interventions.
- Monitor progress.
- Work closely with the SENDCo.
- Maintain regular communication with parents/carers.

Learning Support Assistants (LSAs)

Learning Support Assistants play an important role in supporting pupils with SEND.

They will:

- Deliver interventions under the guidance of teachers and the SENDCo.
- Support pupils within the classroom.
- Promote independence.
- Record progress and provide feedback.
- Contribute to reviews and planning.

Parents and Carers

Parents and carers are valued partners in their child's education.

We will:

- Listen to parental views.
- Share information regularly.
- Involve parents in planning and reviewing support.
- Signpost families to additional support where appropriate.

Pupils

Pupil voice is central to our SEND provision.

Where appropriate, pupils will be encouraged to:

- Share their views.
- Contribute to target setting.
- Reflect on their progress.
- Participate in reviews.
- Develop independence and self-advocacy.

11. SEND Support Procedures

Thames View Junior School adopts a graduated approach to SEND support, ensuring that pupils receive provision which is appropriate to their individual needs and reviewed regularly.

Initial Concerns

Where concerns arise regarding a pupil's progress, learning, behaviour, communication or emotional wellbeing, the class teacher will first implement a range of high-quality adaptive teaching strategies within the classroom.

Evidence may include:

- Teacher observations
- Assessment information
- Work scrutiny
- Discussions with parents/carers

- Pupil voice
- Behaviour or attendance information

The class teacher will monitor the impact of these strategies before discussing concerns with the SENDCo.

Targeted Intervention

Where additional support is required, pupils may access targeted interventions designed to address identified barriers to learning.

Interventions may be delivered:

- Individually
- In small groups
- Within the classroom
- Outside the classroom where appropriate

Each intervention will:

- Have clearly identified outcomes.
- Be evidence based.
- Have an agreed timescale.
- Be monitored and evaluated.
- Be reviewed to determine next steps.

Interventions are intended to complement, not replace, high-quality classroom teaching.

12. SEND Support (K)

Where a pupil requires provision that is additional to or different from that normally available through quality first teaching, they may be placed on the school's SEND Register as **SEND Support (K)**.

This decision will always be made collaboratively between the class teacher, SENDCo and parents/carers, following careful assessment of need.

Pupils receiving SEND Support will have:

- Clearly identified areas of need.
- A personalised Pupil Passport.
- Individual outcomes and targets.
- Appropriate interventions.
- Regular reviews of progress.
- Ongoing communication with parents/carers.

Support will follow the **Assess–Plan–Do–Review** cycle and will be adapted in response to the pupil's progress.

Where necessary, advice may be sought from external professionals including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- School Nursing Service
- Child Development Team
- Behaviour Support Services
- Specialist Teaching Services
- Local Authority Inclusion Services
- Mental Health Support Teams
- Social Care and Early Help Services where appropriate

13. Pupil Passports

Pupils receiving SEND Support or who have an Education, Health and Care (EHC) Plan will have a Pupil Passport.

The Pupil Passport provides a clear summary of:

- The pupil's strengths.
- Identified areas of need.
- Strategies that support learning.
- Agreed outcomes.
- Reasonable adjustments.
- Intervention programmes.
- Staff responsibilities.
- Pupil voice.
- Parent/carers views.

Pupil Passports are reviewed at least three times each academic year and amended where necessary to reflect changing needs and progress.

Parents and carers are actively involved in reviewing and contributing to their child's Pupil Passport.

14. Education, Health and Care (EHC) Plans

Where a pupil's needs cannot reasonably be met through the resources normally available to the school, the SENDCo may, in consultation with parents/carers and external professionals, request an Education, Health and Care Needs Assessment from the Local Authority.

An Education, Health and Care (EHC) Plan brings together education, health and social care professionals to identify:

- The pupil's needs.
- Long-term outcomes.
- Required provision.
- Funding arrangements where appropriate.

Once issued, an EHC Plan is a legally binding document.

The school will:

- Deliver the provision specified within the EHC Plan.
- Monitor progress regularly.
- Hold an Annual Review.
- Work collaboratively with parents/carers and professionals.
- Submit recommendations to the Local Authority following each review.

15. Working with External Agencies

Thames View Junior School recognises the importance of working collaboratively with external agencies to ensure pupils receive the best possible support.

Depending on individual need, the school may work with:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- Child Development Team
- Local Authority SEND Advisory Teams
- Mental Health Support Teams
- Children's Social Care
- Early Help Services
- Specialist Outreach Services

Parents and carers will normally be consulted before referrals are made.

16. Monitoring, Assessment and Review

The progress of pupils with SEND is monitored continually throughout the year.

Monitoring may include:

- Teacher assessment.
- National Curriculum attainment.
- Intervention records.
- Learning walks.
- Work scrutiny.
- Pupil voice.
- Parent feedback.
- Attendance and behaviour information.
- External professional reports.

Formal reviews are held regularly to evaluate:

- Progress towards agreed outcomes.
- Effectiveness of interventions.
- Continued appropriateness of provision.
- Any changes required to support.

The SENDCo monitors the effectiveness of provision across the school and reports to senior leaders and governors.

17. Moving Pupils On and Off the SEND Register

Placement on the SEND Register is determined by individual need rather than diagnosis or attainment alone.

Where evidence demonstrates that a pupil no longer requires SEND Support, the SENDCo will discuss this with parents/carers before any changes are made.

Removing a pupil from the SEND Register does not mean support immediately ceases.

The pupil will continue to be monitored through normal assessment procedures to ensure progress is maintained.

Where additional needs arise again, appropriate support will be reinstated promptly.

18. Supporting Transitions

Effective transition planning is essential in supporting pupils with SEND.

Transition arrangements may include:

- Additional visits.
- Enhanced transition meetings.
- Sharing of pupil information.
- Meetings with parents/carers.
- Transition booklets and photographs.
- Meetings with receiving schools.
- Multi-agency planning where appropriate.

The SENDCo works closely with feeder schools and receiving secondary schools to ensure information is shared appropriately and pupils experience a positive transition.

19. Complaints

The school is committed to working positively with parents and carers to resolve concerns at the earliest opportunity.

If parents have concerns regarding SEND provision they should:

1. Speak to the class teacher.
2. Contact the SENDCo.
3. Contact the Headteacher.
4. Follow the school's Complaints Policy if concerns remain unresolved.

Parents also have the right to access independent advice through the Local Authority SEND Information, Advice and Support Service (SENDIASS).

20. Monitoring and Review of this Policy

This policy will be reviewed annually by the SENDCo and Senior Leadership Team to ensure that it continues to reflect current legislation, statutory guidance and best practice.

The Governing Body will monitor the implementation and effectiveness of this policy through regular reports and discussions with the SENDCo.

The policy may also be reviewed in response to:

- Changes in legislation.
- Updated Department for Education guidance.
- Local Authority requirements.
- School improvement priorities.
- Findings from monitoring and evaluation.

21. Links with Other Policies

This policy should be read alongside the following school policies and documents:

- Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- Teaching and Learning Policy
- Admissions Policy
- Complaints Policy
- Intimate Care Policy
- Accessibility Plan
- Thames View Junior School SEND Information Report