



# Uplands Junior School

## Special Educational Needs and disabilities Policy

### 2024 - 2025



## **1. Introduction**

**HEADTEACHER:** MRS S WEBSTER-SMITH

**SENDCo:** Miss N J Handscomb Bed Hons; Postgraduate for Special Educational Needs Coordination (National Award for Special Educational Needs Coordination).

**GOVERNOR with RESPONSIBILITY FOR CHILDREN with SEND** - Mrs Wendy Dalton.

This policy has been written in conjunction with the UN Convention on the Rights of the Child article 2 –protection from discrimination, article 6 - development of the child, article 13 - freedom of expression, article 23 - Right to special education and care and article 28 - right to good quality education.

This policy was created by the school’s SENDCo (Special Education Needs Co-ordination) in consultation with the school’s Senior Leadership team (SLT) SEND Governors, and school staff, reflecting the SEND Code of Practice 0 –25 (2014) guidance.

This policy outlines our vision and management process for supporting children with Special Educational Needs and Disabilities at Uplands Junior School. This includes children who have significantly greater difficulty in learning than most children of the same age and those with a disability where special provision needs to be made.

The implementation of this policy is the responsibility of the Headteacher, SENCo and all teaching and classroom support staff.

## **Compliance**

This policy is compliant with the SEND Code of Practise.

## **School Context**

Uplands Junior School is a large three form entry school. Our school community comprises of children from a range of ethnic backgrounds reflecting the city in which we live. We strive to have high expectations of all of our children and hope to carefully nurture each individual’s personal, social, emotional and spiritual development as well as their academic achievements. Uplands Junior School have recently moved to a restorative approach to behaviour (September 2024).

## 2. Our Vision

### *‘Ambition for All’*

Uplands Junior School is an inclusive school. Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

We believe all children should have full access to the curriculum and school life. We are ambitious for all our pupils.

*“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning” NASEN: Mission Statement\* (\*National Association for Special Educational Needs)*

## 3. Our Values

Our values are reflected in our whole school motto:

### *Respect For All*

‘Respect for All’ underpins everything we do at Uplands Junior School.

We recognise that all children are individuals and will have varying needs throughout their time at school. We endeavour to provide for these varying needs throughout their time at Uplands Junior school. We ensure that “every teacher is a teacher of every child or young person including those with SEN” (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2014) class teachers, in partnership with parents, are responsible for the learning and progress of all children. The school’s SENDCo and SLT support teachers and parents to ensure additional provision and strategies are employed to enable all pupils make good progress.

All children must have an equal opportunity to take part in a broad and balanced curriculum, including the National Curriculum, and in all enrichment, activities taking place at school. The National Curriculum is the starting point for planning a school curriculum to meet the specific needs of individuals and groups of pupils. Where necessary, special arrangements may need to be made for those children with specific needs e.g., a hearing impairment, communication difficulties or physical disabilities. Those who have additional needs will be encouraged to develop their strengths and helped to become as independent as possible.

## 4. Our Aims

At Uplands Junior School we aim to:

- ensure that the aspirations and expectations for all pupils with SEND are high.
- promote the self-esteem, resilience, and motivation of all pupils.
- provide a curriculum that is accessible to all, which is rich and broad.
- ensure pupils’ additional needs are identified as early as possible in their learning journey.
- ensure pupils with SEND take as full a part as possible in all school activities

- create an environment where pupils can contribute to their own learning, where they feel safe and listened to.
- support and prepared pupils for their next stage of education/transition.
- Ensure effective coproduction/partnership with parents, pupils, and support agencies, to best serve the needs of the child.
- provide for all children with special educational or additional needs in line with the SEND Code of Practice
- create a whole school approach to SEND management and support of SEND
- identify and address needs promptly
- use a wide range of teaching strategies and learning styles to enable all pupils to learn and progress.
- ensure all staff have access to advice and support to meet needs of their pupils
- ensure the SENCo is confident and appropriately trained in their role
- provide an inclusive teaching approach which allows all pupils access to a broad and balanced curriculum
- work with parents and specialist agencies to ensure an individual's specific needs are adequately met and catered for
- implement a program of assessment and review to assess the impact of support, celebrate success and address ongoing needs
- ensure Governors fulfil their SEND responsibilities and consider the impact of their strategic decisions in relation to SEND pupils.

The above aims will be realised in the school environment as follows:

- All pupils will have access to a broad and balanced curriculum using appropriate learning objectives.
- An individual's specific needs will be considered at the planning stage, supported using provision mapping, SEN support Plans and Education, Health, and Care Plans.
- Creative groupings and opportunities to work in different ways will be used to create opportunities for all children to take on different roles and to be taught using their strengths.
- The SENDCo, SLT and class teachers will organise effective use of staff and volunteers, interventions, resources, and time to maximise the learning of all children.
- Pupil's progress will be monitored at least termly by the SENDCo, SLT and class teacher through the graduated response (assess, plan, do, review cycle).
- Pupil progress meetings will take place and scrutiny of planning, book trawls, the monitoring of the quality of teaching and pupil interviews will take place throughout the year.
- Staff expertise will be regularly reviewed, and appropriate training provided.
- Parents will be kept fully informed of their child's progress and attainment through parent consultation evenings and the schools 'open door' policy.
- The school will liaise with other agencies e.g., Specialist Teachers, Educational Psychologists, Wolverhampton Special Schools Outreach services, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support.
- An additional support area created at lunchtime for all children who require a calmer, supported playtime.

## **5. Special Education Needs**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be ‘additional to’ or ‘different from’ the expected high-quality teaching and learning that a school can provide.

**Section 20 of the Children and Families Act 2014 defines SEND in the following way:  
A child has learning difficulties if he or she:**

- has a significantly greater difficulty in learning than the majority of children of the same age.
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

## **6. Identifying Needs**

At Uplands Junior School, we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils’ needs will only become evident as they develop.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into one or more of the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

We also recognise that some pupils’ progress and attainment is affected by factors other than a ‘Special Educational Need’. For example:

- their attendance and punctuality.
- their health and emotional welfare.
- having English as an Additional Language (EAL).
- being in receipt of the Pupil Premium Grant.
- being a Looked After Child (LAC).
- being a child of a serviceman/woman.

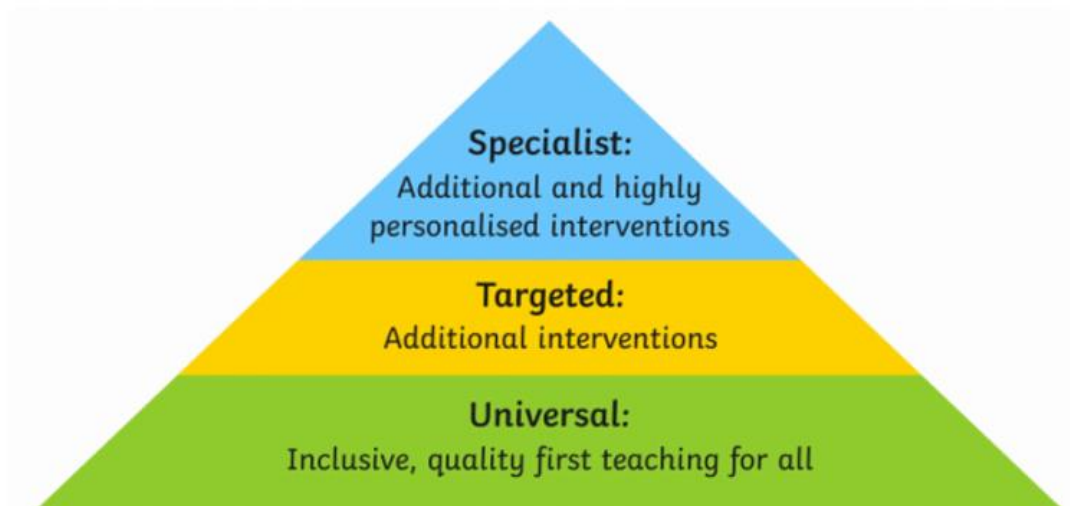
## **7. Identifying and Supporting Special Education**

SEND provision means:

*educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.*

Children must not be regarded as having learning difficulties solely because their language, or form of their home language, is different from that in which they are taught.

At Uplands Junior School, we will use the graduated response to identify and support children with Special Educational Needs and Disabilities. This process uses three ‘waves’ of intervention as illustrated below:



### Wave 1 – Universal

This is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

### Wave 2 – Targeted

This outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. These interventions may be targeted at a group of children with similar needs.

### Wave 3 – Specialist

This is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs.

Through the review process and discussions with parents and pupils, the SENDCo and class teachers will discuss the provision needed for the pupils in their class at Universal, SEN Support and Special Support levels.

The class teacher will consider targeted support regardless of whether pupils are deemed to have SEND.

## **Implementing Support for SEND**

At Uplands Junior School we use the **ASSESS – PLAN – DO – REVIEW** model outlined in the SEND Code of Practice 0 – 25 (2014). Where a child has been identified as having SEND, support will be put into place as follows:

**Assess:** Where teachers have initial concerns about a child's progress they will begin the process of increased support, intervention and information gathering. They will complete at least two cycles of Assess, plan, Do, Review before a pupil is identified as needing SEN support. Parents are notified wherever it is decided that a pupil is to be provided with SEN support.

**Plan:** The class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on an SEN plan and will be reviewed on a termly basis.

**Do:** the class or subject teacher will remain responsible for working with the child daily. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the pupil. The class teacher will also be responsible and accountable for the progress and development of the pupil whether he/she is at SEN support level or has an EHCP. They will continue to provide high quality teaching and learning opportunities that are adapted to the needs of their individual pupils. The SENDCo will oversee the deployment of appropriate support through intervention programmes or individual support and will monitor the quality of that provision.

**Review:** The effectiveness of the support should be reviewed in line with the agreed date. The SENDCo will track progress made through interventions. The class teacher will use formative assessment strategies to monitor progress made towards SEN plans targets and adapt where necessary. This will take place at least termly. Where the SENDCo and class teacher, in consultation with parents, feel that further advice or input is required, the SENDCo will refer the child to an external agency.

## **8. Managing Pupils Needs on the SEND Register**

The SENDCo will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed termly.

All pupils on the SEND register will also be categorised by the level of support received either SEN Support or Education Health and Care Plan. In line with the school's ethos, parents will be informed and involved in this process.

A pupil categorised as receiving SEN Support will be supported by school via an SEN Plan. Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated

funding), the school may consider requesting assessments for an EHCP to secure additional funding. Parents may make their own request for an assessment for an EHCP.

Where the SENDCo, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap, thus no longer requiring provision that is additional to and different from that of their peers, will be removed from the SEND register.

## **9. Supporting Pupils and Families**

Parents may also wish to read the school's SEN Information Report which is published annually, this is available on the school website.

This document will inform parents about the types of provision in place and the progress that children make in our school. The school works with a variety of external agencies to ensure children and families receive the support they need.

We work in collaboration with parents to support the needs of pupils.

At points of transition (i.e., between classes or moving from Infant to Junior school, or primary school to secondary school, or between primary schools) we offer additional support to parents of pupils with SEND.

The SENDCo can, where necessary, support parents to visit alternative settings e.g., special schools or secondary schools, to discuss their child's specific needs. Where needed, pupils will also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes. The SENDCo and teaching staff will also liaise with staff from other settings to give a holistic view of the child.

## **10. Specialist Support**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to a broad and rich education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Other children may also have SEN and may have an EHCP which brings together health and social care needs, as well as special educational provision. In these cases, the SEND Code of Practice 0 – 25 (2014) is followed. For more information regarding supporting pupils with medical needs see the school's Medical Conditions Policy.

## **11. Monitoring and Evaluation of SEND**

There are several processes in place to ensure the quality of provision and the equitable application of the SEND policy. The Governing Board will monitor, evaluate and review the provision for pupils with special educational needs. The governor with a special interest in special educational needs and inclusion will meet with the SENDCo termly to consider the following success criteria:

- the effectiveness of the school in meeting all children's SEND.
- early identification of SEND needs.
- intervention programmes comply with best practice.
- the wishes of the child and their family are considered.
- educational professionals and parents work in partnership.
- the 'assess, plan, do, review process' is followed termly for all levels of SEND.



- equal access to school activities for all pupils.
- the progress of pupils with SEND.

The Governing Board will receive a brief report from the named governor on the outcomes of these meetings.

## **12. Responsibilities**

### **The SENDCo will:**

- meet with the Governors, Headteacher and class teachers to review pupil progress.
- monitor the planning, provision mapping, SEN Plan's and scrutinise the books of children who are in receipt of additional provision.

### **The Headteacher will:**

- review provision maps, SEN Plan's, EHC Plans as necessary.
- monitor progress and attainment of all pupils.
- line manage the SENDCo through appraisal target setting and review.
- Manage the allocation of SEND funding and report to the Board of Governors/SEND Governor

### **SEND Link Governor will:**

- Meet termly with the SENDCo to obtain an overview of SEND provision and provide challenge and strategic support.
- Champion the needs of SEND pupils.
- Monitor the outcomes and progress and feedback to the Board.
- Ensure the Board meets its statutory duties in respect of SEND.

## **13. Training and Resources**

Governors will allocate funds to meet the needs of pupils with special educational needs to the sum of £6000 per child.

Intervention staff are a trained team of teachers and TAs who deliver interventions across the school. We will maintain high levels of training to ensure that the quality of intervention reflects best practice. The effectiveness of these interventions is reviewed termly by the SENDCo, Headteacher and SEND Link Governor as part of pupil progress meetings. The SENDCo has obtained The National Award for SENCOs qualification and will attend regular briefings and network meetings in order to keep up to date with local and national updates in SEND.

Teaching and learning resources are stored throughout school. The SEND budget and any resource requests are managed by the Headteacher.

## **14. Storing and Managing Information**

The SENDCo will hold central records relating to pupils with SEND. This will include copies of provision maps, EHC Plans, review notes, advice sought, and reports/targets given from external agencies. Where appropriate, school-based assessments will also be kept.



Children's SEN plans along with reports from external agencies are kept in a securely locked filing cabinet in each year group. Intervention folders are also stored securely within the classroom.

Information is also stored securely on the school's digital learning platform.

As pupils transition to other settings any necessary information will be passed on.

The school meets all new GDPR regulations regarding sharing and storing sensitive information.

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Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- **Increase the extent to which disabled pupils can participate in the curriculum**
- **Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**
- **Improve the availability of accessible information to disabled pupils**

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request. Staff, pupils, parents and Governors will be made aware of this policy.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<ul style="list-style-type: none"> <li>• <b>Our school offers a differentiated curriculum for all pupils</b></li> <li>• <b>We use resources tailored to the needs of pupils who require support to access the curriculum</b></li> <li>• <b>Curriculum resources include examples of people with disabilities</b></li> <li>• <b>Curriculum progress is tracked for all pupils, including those with a disability</b></li> <li>• <b>Targets are set effectively and are appropriate for pupils with additional needs</b></li> <li>• <b>The curriculum is reviewed to ensure it meets the needs of all pupils</b></li> <li>• <b>All staff seek to remove barriers to learning and participation</b></li> <li>• <b>Staff provide alternative ways of giving access to an experience (eg physical activities)</b></li> </ul>	<p>Raise the profile of SEND pupils across school, resulting in greater ambition for SEND pupils, so that outcomes can improve more rapidly</p> <p>Review the effectiveness of SEND interventions in school in improving outcomes</p> <p>Provide opportunity for the SENCO to move to a more strategic role rather than operational</p> <p>Develop the knowledge and skills of staff in understanding teaching and learning strategies used in KS1 to support SEND pupils</p> <p>Develop the knowledge and skills of staff in understanding strategies to support main areas of SEND need in school</p>	<p>Staff meeting sessions on SEND</p> <p>Links with external agencies for advice and support</p> <p>Review the role of the SENDCO</p> <p>Purchase resources as required to support pupils with SEND</p> <p>Review the planning of the curriculum and lessons so that learning is not capped for SEND pupils and expectations are consistently high</p> <p>Ensure curriculum delivery is multi-sensory and allows for engagement of all pupils</p> <p>Make reasonable adjustments on a case by case basis</p> <p>SEND Questionnaire for parents/carers to gather viewpoints</p>	<p>All staff led by SLT and SENDCO</p>	<p>Long term goals for 3 academic years</p>	<p>SEND pupils feel valued and are happy within our school</p> <p>Outcomes for SEND pupils are at least in line with National figures</p> <p>Interventions are effective and SEND pupils make at least expected progress (and some beyond)</p> <p>Curriculum is engaging and interesting. All pupils access the whole curriculum</p> <p>Individual needs are met and children with specific difficulties will be supported</p> <p>Staff knowledge of the specific areas of SEND need has improved and strategies are widely used</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>Improve and maintain access to the physical environment</b>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramp at main entrance</li> <li>• Accessibility lift in school</li> <li>• Disabled parking bay</li> <li>• Disabled toilets and changing facilities</li> <li>• Automatic doors at main entrance</li> <li>• Electric gate at front entrance</li> <li>• Security fencing</li> <li>• Year groups moved around due to upstairs classrooms (to cater for pupils and/or staff with mobility issues)</li> <li>• Access to the Bungalow through the front entrance.</li> </ul>	<p>Consider researching improved access for pupils with a hearing impairment.</p> <p>Physical adjustments to be made to the classroom environment on a case by case basis e.g. tilt tables, specialist chairs, foot rests</p>	<p>Laise with visual and hearing impairment team. (Sensory Inclusion Team).</p>	Headteacher SENDCO	Ongoing	Children are supported to give them full access to the school site
			<p>Seek advice and support on an individual case basis on making adaptations to their physical environment</p>	SENDCO	Ongoing	
			<p>Investigate new path to the back entrance of the bungalow and a ramp,</p>	Headteacher		

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Improve the delivery of information to pupils with a disability</b></p> <p><b>For Parents</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources where required</li> <li>• Coloured overlays and backgrounds where required</li> <li>• EAL pathway</li> <li>• Google Translate</li> <li>• Visual Cards</li> </ul> <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Text Service</li> <li>• Website</li> <li>• Letters home</li> <li>• Facebook</li> </ul>	<p>To ensure that information can be accessed by parents with Dyslexia or have EAL</p>	<p>Letters to be read out to class</p> <p>Information communicated orally to pupils</p> <p>Speak to individual parents known to school where required</p> <p>Use expertise within school for supporting parents with EAL</p> <p>Use Google translate where required</p> <p>Pupils with SEND may need instructions broken down and/or repeating in order for them to access the curriculum/scaffolding, pre-teaching and visual aids.</p>	Headteacher	Ongoing	<p>Parents and pupils report feeling well informed and that communication from school is good</p> <p>Pupils can access information to meet their individual needs</p>

**15. Links with other school policies:**

- SEND Information Report
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding Policy
- Inclusion Policy
- Positive handling Policy

**16. Complaints**

Complaints under this policy fall under the school’s General Complaints Procedure, which would normally promote informal resolution of difficulties with the class teacher, SENDCo or Head teacher before more formal procedures are required.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the Information Advice and Support Service.

**17. Reviewing the Policy**

This policy will be reviewed and agreed annually by school staff and governors in conjunction with our SEND Information Report

Approved (Chair of Governors): \_\_\_\_\_

Head Teacher

Date: \_\_\_\_\_