



Yeadon Junior School

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY SEPTEMBER 2025/26**

<b>Author</b>	<b>Date of Publication</b>	<b>Date of Review</b>
<b>T Melmoth/M Din</b>	<b>March 2025</b>	<b>March 2026</b>

## **Introduction**

At Yeading Junior School we believe that every child has a right to an inclusive and fair education that enables them to progress and become lifelong learners. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils at some time in their school career may experience difficulties which affect their learning and we recognise that these may be long or short term. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Our aims are to:

- Provide curriculum access for pupils who have SEND
- Secure high levels of achievement for pupils who have SEND
- Meet individual needs through a wide range of provision
- Attain high levels of involvement and satisfaction from pupils, parent and carers
- Carefully map provision for pupils who have SEND to ensure that staffing deployment and choice of intervention leads to progress
- Ensure a high level of staff expertise to meet pupils needs
- Work cooperatively with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of pupils who have SEND
- Ensure that there is a shared responsibility for the provision of support for pupils who have SEND

## **Responsible Personnel**

The 'responsible personnel' for SEND are the Senior Leadership Team (SLT) including our Inclusion Manager, Tom Melmoth, and our SENDCo, Maj Din, who are in charge of co-ordinating the day-to-day provision and support for pupils with SEND.

## **Aims**

At Yeading Junior School School, we aim to include children in a way that ensures that they are given every opportunity to achieve their full potential. The aims of our special educational needs and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Educate pupils within the school, adhering to the staged approach described in the Code of Practice and keep the Governing Body informed about our provision
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement  
<https://www.gov.uk/government/collections/national-curriculum>
- Identify, assess and address children's individual needs thoroughly, and as early as possible, with an emphasis on inclusion
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  - Communication and interaction,
  - Cognition and learning,
  - Social, mental and emotional Health,
  - Sensory/physical.

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils
- To work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Create an environment in which children learn to respect and value themselves and others

At Yeading Junior School, we are committed to promoting positive wellbeing and mental health for all of our pupils, staff and the wider school community. We will strive to create a whole-school approach. We are committed to creating an environment where the whole community feels safe, valued and respected. This transcends all our policies which aim to support children and their families and our staff. These include but are not limited to Safeguarding and Child Protection, Behaviour, Anti Bullying, Attendance, Equality, SEND and RHE.

## **Statement**

Every teacher in the school is a teacher of children with Special Educational Needs and Disabilities. As such Yeading Junior School adopts a 'whole school' approach to SEND that involves all teachers adhering to a model of good practice based on a Quality First Teaching model. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority and all children with SEND are afforded the same rights and opportunities as other children. The school uses the definition for SEND and for disability from the SEND Code of Practice (2015). This states:

*SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational Provision means educational or training or provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*

*Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term Health conditions such as asthma, diabetes, epilepsy, and cancer.*

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (date 1.5.2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (date 1.5.2015)

- Statutory Guidance on supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (July 2014)
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2011

## **Objective**

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND code of Practice, 2015
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disabilities Coordinator who will work with the SEND Policy. At Yeading Junior School, this role is undertaken by Mrs Maj Din
- To provide support, training and advice for all staff working with special educational needs pupils

## **Identifying Special Education Needs and Disabilities**

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion
- Screening, undertaken following a concern being raised, indicates a gap in knowledge and/or skills
- Whole-school tracking of attainment outcomes indicates lack of expected levels of progress
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional Health
  - Sensory/physical
- A pupil asks for help.

Other factors which may impact on progress and attainment (but are NOT SEN) are: disability, attendance and punctuality, health and welfare, EAL, receipt of Pupil Premium grant, being a Looked After Child and being a child of a serviceman/woman.

## Our Graduated Approach to SEND support

All pupils will be provided with Quality First Teaching that is differentiated to meet the diverse needs of all learners.

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the to our curriculum
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
  1. Classroom observation by the senior leadership team, the SENDCO, external verifiers
  2. Ongoing assessment of progress made by pupils with SEND
  3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
  4. Teacher meetings with the SENDCO to provide advice and guidance on meeting the needs of pupils with SEND (SEND LABs)
  5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
  6. Attendance and behaviour records
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings
- Pupils' attainments are tracked using whole-school tracking systems and those failing to make expected progress are identified very quickly. These pupils are then discussed in half-termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership Team
- A class teacher who has a concern about the needs of a pupil is then prompted to complete an initial concern referral form for the school SENDCO, explaining their concerns and the initial strategies they have in place to support the pupil
- Following these steps and the SENDCO receiving the referral, a decision is made by the SENDCO on how to move forward with support
- Additional action to increase the rate of progress may then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies and /or resources to further support the success of the pupil (e.g. interventions)
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership is sought in order to improve attainments.

Action relating to SEND support will follow an assess, plan, do and review model:

1. **Assess:** Once raised by the class teacher, the initial concern around the pupil will be reviewed by the SENDCO. If appropriate, data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. The SENDCO will then direct the class teacher as to next steps for support, including the beginning of the APDR process. Parents will always be invited to this early discussion to support the identification of action to improve outcomes (e.g. Intervention groups, Support Plan with targets that are reviewed termly)

2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and development targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

d. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. Parents are encouraged to become involved in implementing this in-school support / approach at home, where possible. These meetings are used as an opportunity to acknowledge and draw upon parental knowledge and expertise in relation to their child

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil.

This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Special Educational Needs Support Service
3. Behaviour Support Service
4. Dyslexia Centres
5. Autism Outreach Team
6. Hearing Impairment team
7. Visual Impairment team
8. Autism and Sensory Support
9. Educational Psychologist Service
10. Participation Officers
11. Physical and Disability Support Service
12. Social Services
13. School Nurse
14. Child & Adolescent Mental Health Service

In addition, the school will involve external agencies as appropriate including Health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex, the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources and therefore a request will be made to the local authority to conduct an assessment of their education, health and care needs. This may result in an Education, Health and Care plan (EHCP) being provided.

## **Educational, Health and Care Plans (EHCPs)**

- a) Following Statutory Assessment, an EHC Plan will be provided by Hillingdon Council. The school and the child's parents will be involved in developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **The SEND census and register**

Children will be placed on the SEND register if progress rates are still inadequate despite Quality First Teaching and interventions and if the school has to involve external agencies to assess the needs of the child. If they can be assessed to fit within one of the broad areas of need, they will be recorded on the census within that area, otherwise they will be recorded as NSA - No Specific Assessment.

- Communication and interaction,
- Cognition and learning,
- Social, mental and emotional Health,
- Sensory/physical.

If the child is on the census and specific planned Intervention has been successful and accelerated progress has been made so that the pupil is working within national expectations, and their need is not affecting their education any longer, then they should be removed from the SEND register.

## **Supporting Pupils and Families**

Please refer to our school website.

London Borough of Hillingdon Stronger Families Hub is a single point of contact for referrals to gain early and targeted support for children and families to reach their full potential. An Early Help Assessment will be completed to determine the right support for each family. This may include Special Educational Needs and Disabilities amongst other support.

<https://www.hillingdon.gov.uk/article/7934/Stronger-Families-H>

### Supporting Pupils and School with medical conditions

The schools recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. If disabled, the school will comply with its duties under the Equality Act 2010.

Some children will have their medical conditions recognised within their Education, Health and Care (EHC) Plan (a Statement of SEND).

Refer to DFE Supporting pupils at school with medical conditions 2015

([Supporting pupils with medical conditions at school - GOV.UK](#))

### Monitoring and evaluation of SEND

To ensure the quality of our SEND provision, the school will conduct regular audits involving the Inclusion Manager, SENDCo and the SEN governor, this will involve:

- lesson observation
- book scrutiny
- data analysis of intervention programmes
- pupil progress meetings
- seeking of parent/pupil views
- monitoring staff CPD
- termly SENDCo network meetings

All children with an EHC plan have a one page profile, this is a hard copy kept in class, in order for supply/agency to access as they would not be able to access google drive, where all the pupil files are stored. As children move from one year group to another this information is passed on to the next class teacher.

Each year group is allocated TAs and this helps to ensure that appropriate provision is maintained even in the absence of the teacher.

Formal monitoring of Special Educational Needs is built into the monitoring timetable in the School Improvement Plan and is also included on a smaller scale in the monitoring of all the curriculum areas.

### Training and Resources

- SEND provisions are funded through Block Funding, Pupil Premium and High Tariff Needs Funding (HTN).
- Training needs of staff and the school are identified through the School Improvement Plan, Performance Management Reviews and individual pupils
- All teachers and support staff will undertake induction on taking up a post so that they understand the structures, systems and practice within the school.
- The SENDCo will access CPD as necessary and attend Network Meetings.
- The school has full NASEN membership.
- The SENDCo has been awarded the National Award for SENDCO (NASENCO)
- The school has links with many agencies, including - Speech and Language Service: Physiotherapy and Occupational Therapy Service and School Health. We work closely with the Educational Psychologists and with Child Development Centres.

### Roles and Responsibilities

## Governors

### The governing body

- Fulfills its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs.
- Ensures that all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the School's SEN policy
- Have a named Governor for Special Educational Needs; this is **Mrs Nimesha Nathoo**.

### Headteacher

- The Headteacher will keep the governing body fully informed in all aspects of the School's work, including provision for children with SEN.
- The Headteacher will work closely with the School's SEN Co-ordinator.
- The Headteacher is the designated safeguarding lead (DSL)

### Special Needs Co-ordinator

The SENDCo is Mrs Majabeen Din

The SENDCo, working closely with the Headteacher, as part of the Senior Leadership Team and with all teachers will:

- Be closely involved in the strategic development of the SEND Policy and provision to raise the achievement of pupils with SEND.
- Have responsibility for the day-to-day operation of the School's SEND Policy, and for coordinating provision for Pupils with SEND, particularly with pupils on the school's SEND register. She will work closely with staff, parents/carers and other agencies.
- Seek to develop effective ways of overcoming barriers to learning including managing resources for SEND within available budgets
- Be involved with monitoring the standards of pupil's achievements and in setting targets for pupil improvement.

- Oversee the records of pupils with SEND.
- Liaise with and advise staff.
- Contribute to the in-service training of staff.
- Liaise with external agencies including the LA Support Services; Educational Psychology Services; Health and Social Care and voluntary bodies.
- Manage the High Tariff Needs Top up Funding by assessing additional needs against agreed criteria in order to secure appropriate funding for SEN.
- Assist with and monitor interventions and map progress.
- Monitor, evaluate and report regularly to the Headteacher.
- Keep abreast of National and LEA initiatives for SEND.
- Attend Borough support meetings.
- Apply and Set up Annual Review Meetings for relevant personnel for children with an EHCP.
- Work with the Designated Safeguarding Leads and social services to keep updated about any issues and advice on Personal Education Plans for Looked After Children.
- Meet with the SEND Governor to ensure that the governing body is informed of school procedures a net to confirm that provision is meeting requirements.

#### Local Authority (LA)

The LA Support provides elements of support to schools

#### Class Teacher

- All teachers are teachers of all children
- The provision of High Quality First Teaching is the cornerstone to effective SEND progress
- The teacher must fully involve the parents at all stages of the above process. Parents need to be aware that their child has difficulties at the earliest opportunity. No action should be taken without informed parental consent.
- The teacher has a responsibility to involve the pupil as much as possible in his/her reviews and development targets.

#### Support Staff

- Some teaching assistants are trained to deliver specific interventions and are monitored by the SENDCo.
- All support staff are expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND.
- Training to meet the needs of support staff is arranged according to whole school and individual pupil needs.

- Support staff are encouraged to discuss issues relating to SEND with the SENDCo. Where individual and group training needs are identified of support staff the SENDCo or Headteacher will facilitate training. Support staff are usually included in whole-school training sessions.
- The contribution by support staff in the day-to-day implementation of the SEND Policy
- In line with the SEN Code of Practice, the class teacher is the first port of call for the teaching assistant to discuss issues relating to pupils with SEND.
- The SENDCo may be involved where further advice or discussion is needed.
- Monitoring suggests that where strong liaison between class teacher, teaching assistant and the SENDCo exists, the needs of the pupil are met more effectively.

#### Storing and Managing Information

- Confidential Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Headteacher or the SENDCo, unless the school has safeguarding concerns.
- Confidential information regarding a pupil's SEND is kept in the pupil's SEND file. If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly.
- The google SEND File will contain copies of the original documents; support plans; Education and Health Care Plans; Medical Care Plans and APDR documents.
- Provision mapping (Edukey) is used to devise support plans, these are stored electronically and are also kept centrally in our google drive.

#### Accessibility

Refer to School Accessibility Plan - [Accessibility Plan 2024\\_25.docx](#)

#### Equal Opportunities

Children with SEND are entitled to a broad and balanced curriculum, the same as any other child. Every attempt is made to include children in all aspects of school life, where possible.

#### Complaints

The Head teacher and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision. They should first request a meeting with the class teacher. Should this not prove satisfactory the next step is to arrange a meeting with the Headteacher and SENDCo when the issues can be discussed and rectified. If there is stiff cause for complaint it will be forwarded to the Chair of Governors and the correct procedures will take place in accordance with the school's Complaints Procedure.

### Bullying

Refer to the School's Anti-bullying Policy [Anti Bullying Yeading - update Feb 24.docx](#)

### Additional information

Refer to Yeading Junior School Information Report /SEND information report [SEND information report 2025 .docx](#)