# Special Educational Needs & Disabilities (SEND) Policy

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| Date agreed by Governors | May 2026 |
| Signed on behalf of Governors | J Wilkinson<br>J Wilkinson (Jun 12, 2026 07:10:59 GMT+1) |
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**In this policy you will find the following acronyms:**

| Acronym | Meaning |
|---|---|
| AHT | Assistant Headteacher |
| SLT | Senior leadership team |
| SENDCo | Special Educational Needs and Disability Coordinator |
| HLTA | Higher Level Teaching Assistant |
| EHCP | Education, Health and Care Plan |
| EHCNA | Education, Health and Care Needs Assessment |
| CLA | Child who is Looked After |
| EYFS | Early Years Foundation Stage |
| SATs | Standard Assessment Tests |
| KS1/2 | Key Stage 1/Key Stage 2 |

# 1. Our Vision & Ethos

1.1 At John Ball Primary School, we believe in achievement, ambition and progress for all.

1.2 The achievement, attitude and well-being of every child matters and we are committed to giving all our children every opportunity to achieve their best. Inclusion for all of our pupils is therefore the responsibility of everyone within our school.

1.3 We aim to meet the needs of individual pupils through employing supportive and preventative strategies, early identification of need, and addressing barriers to learning through creative and flexible planning alongside highly effective and personalised learning and teaching.

1.4 We recognise the role of the self-evaluation process and therefore we have a rigorous and flexible process in place for the planning and review of additional

support for all children in order to develop and improve our capacity for meeting the needs of all pupils.

1.5 Effective partnerships with pupils, parents & carers, school staff, the Local Authority and external agencies are created and maintained.

## 2. Aims and Objectives

**Aims**

2.1 At John Ball Primary School, all pupils, regardless of their particular needs, are provided with inclusive teaching, which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with Special Educational Needs & Disabilities (SEND) will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will endeavor to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals, able to make a successful transition on to the next phase of their education.

**Objectives**

2.2 The objectives of this policy are:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents & carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the SEND Code of Practice (2015).

## 3. How the policy was put together

3.1 This policy was created in consultation with stakeholders, including the SEND Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (2015).

## 4. Access to this policy

4.1 You can access this policy in a number of ways:

- The school website
- A hard copy on request at the school office

4.2 Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

## 5. Definition of Special Education Needs & Disability (SEND)

The SEND Code of Practice (2015) states:

5.1 **SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability that 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 provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

5.2 **Disability**: Many children and young people who have SEN 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.'

## 6. Key Roles and Responsibilities

6.1 **The Special Educational Needs & Disabilities Coordinator (SENDCo):**

The SENDCo is Amy Etuk-Smith.

The SENDCo has responsibility for the development and implementation of the SEND policy and coordination of specific provisions made to support individual pupils with SEND, including those who have Education, Health & Care Plans (EHCPs). The AHT is a member of the school leadership team.

6.2 **The AHT is responsible for:**

- the SEND policy and its implementation
- coordinating support for children with SEND
- updating the SEN Support list and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing HLTAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

6.3 **Class teachers:** Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning associates or specialist staff.

6.4 **The class teacher is responsible for:**

- the progress and development of all pupils including those with SEND
- ensuring the learning plan is implemented in the classroom
- adapting teaching and learning opportunities to ensure that all pupils have meaningful and motivating activities
- regular liaison with parents and the SENDCo
- effective deployment of additional adults
- Considering the provision they are making for pupils with SEND when planning
- Working alongside the SENDCo in the writing and reviewing of targets for pupils with SEND

6.5 **The Inclusion Team:** The inclusion team is made up of the Communication and Interaction team and the Cognition and Learning team. Each team is led by a Higher Level Teaching Assistant (HLTA). Learning Associates make up the teams. The Pastoral Care Manager also works alongside the inclusion team.

6.6 **Higher Level Teaching Assistants (HLTAs) and Learning Associates are responsible for:**

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists
- record keeping
- resources
- maintaining specialist equipment
- regular communication with parents, class teacher and SENDCo

6.7 **SEND Governor**: The SEND governor has responsibility for monitoring policy implementation and liaising between the SENDCo and the Governing Body. A meeting with the SEND Governor can be organized by the school office on request.

6.8 **The SEND Governor is responsible for:**

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENDCo
- reporting to the Governing Body on SEND
- ensuring that pupils with SEND participate fully in school activities

## 7. Identification of Needs

7.1 The identification of SEN is embedded in the whole school process of monitoring the progress and attainment of all pupils during the parent teacher interview (PTI) cycle. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, and not to fit the pupil into a category. It is also important to identify the full range of strengths and needs, not simply the primary learning barriers of an individual pupil.

7.2 School staff can complete an Early Identification Assessment (Appendix 1), in collaboration with parents & carers, at any point and refer this to the SENDCo.

## 8. Areas of Need

8.1 The term 'Special Educational Needs' covers a wide range of need, from children with a specific need which requires targeted support to more complex needs. The SEND Code of Practice (2015) refers to four broad areas of need:

**Communication & Interaction**: These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD) or Attention Deficit Hyperactive Disorder (ADHD) are likely to have particular differences and challenges with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition & Learning**: Children with learning difficulties learn at a slower pace than their peers, even with appropriate adaptations and scaffolds in place. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), such as dyslexia and dyscalculia, affect one or more specific aspect of learning, such as memory, processing, reading fluency or phonological or decoding skills.

**Social, Emotional & Mental Health:** Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as ASD, ADHD or attachment disorder.

**Sensory and/or Physical Needs**: some children require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

## 9. A Graduated Approach to Support

**How the school decides whether a child requires special educational provision**

9.1 A process of on-going teacher assessments identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo and complete an Early Identification Assessment so that the child's progress can be carefully monitored.

9.2 In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupils. During this stage, additional teaching methods or interventions from the class team or the inclusion team, may be put in place as a pupil's response to such support can help to identify their particular needs.

9.3 Particular care is taken when identifying and assessing SEN for children whose first language is not English.

9.4 If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEN or placed on the SEN Support list.

9.5 If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN Support list.

9.6 Where pupils have higher levels of need, and with parental permission, the school may choose to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service (SaLT)
- Outreach Inclusion Service (OIS)
- Drumbeat ASD Outreach
- Sensory Support Service
- Children's Social Care
- Child and Adolescent Mental Health Service (CAMHS)

9.7 The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of Assess, Plan, Do, Review, with the child at the centre of the process. Provision will be planned and recorded on Edukey. A learning plan will be drawn up by the teacher and a member of the inclusion team, to outline targets and strategies. This is a working document, which will be updated as more is understood about the child's strengths and needs,

including their response to interventions. Interventions will be reviewed on Edukey for impact.

9.8 Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be completed to identify help required and to prevent needs escalating.

## 10. The four part cycle:

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan:** Where SEN Support is required the teacher and SENDCo will put together a learning plan outlining the adjustments, interventions and support which will be put in place for the pupil, as well as the expected impact on progress and outcomes, including

a date when this will be reviewed. Targets for the pupil will be shared with them using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do**: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with the inclusion team or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

**Review:** The plan, including the impact of the support and interventions, will be reviewed twice a year by the teacher, parent/carer and the pupil with support from the relevant HLTA and SENDCo, if required. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

## 11. Parents, carers and pupil involvement in the process

11.1 We believe in a person-centred approach to information gathering and the cycle of assess, plan, do, review. Termly reviews and target setting meetings are integrated into PTIs where possible. Targets are shared with pupils and successes are celebrated.

11.2 Pupils with an EHCP will have a termly meeting and will have an Annual Review of their EHCP, which is submitted to the issuing Local Authority. At each of these meetings the parent, class based team and other relevant professionals are invited and the meeting is led by the SENDCo. The child is also invited to the meeting, where appropriate, and they will have the option of recording their reflections in advance.

## 12. SEND Provision

12.1 SEN support can take many forms. This could include:

- an individual learning plan

- evidence based interventions
- extra support from a teacher or a learning associate
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find challenging
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

12.2 Please see the John Ball Offer (available in the Disability and SEN information report) for more information on support available at different stages.

## 13. Criteria for removing pupils from SEN Support

13.1 When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with high quality teaching, they may be removed from the SEN Support list. The SEN Support list is formally updated once a term, in line with the school census. The SEN Support list is also adjusted on an ongoing basis during weekly inclusion meetings. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

## 14. Requesting an Educational, Health and Care (EHC) needs assessment

14.1 A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support level from the school's own resources. For these pupils a request will be made to the relevant local authority to conduct an Education, Health and Care Needs Assessment (EHCNA). This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs.

## 15. Monitoring and evaluation of SEND Provision

15.1 The Senior Leadership Team regularly monitors and evaluates the quality of provision for all pupils. The school aims to only use interventions in school that have proven outcomes and are evidence based and will provide more refined and appropriate support than can be achieved through high quality teaching. The impact of SEND provision on the progress and outcomes for children is measured through:

- analysis of pupil tracking data and test results
- progress against national data and based on their age and starting points
- interventions entry and exit criteria
- progress against individual targets
- pupils' work and pupil voice

15.2 The SENDCo and the inclusion team support class teachers in completing learning plans across the school. Interventions are reviewed at regular intervals for impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

## 16. Further support for children, parents & carers

16.1 We provide further support in the following ways:

- Additional time and special arrangements for children sitting SATs will be discussed and planned in advance.
- Additional support for transition between classes.
- Additional transition arrangements for Y6 pupils transferring to secondary school, including inviting the SENDCo of the receiving secondary school to the final Annual Review of EHCP pupils in year 6.
- The school operates an open door policy for parents & carers seeking support and advice.
- Our Pastoral Care Manager, Debbie Parish (dparish@johnball.lewisham.sch.uk) can listen to concerns and signpost additional support and information, which is available for families.
- Our dedicated SEND Governors are available as a contact point.

## 17. Supporting pupils at school with medical conditions

17.1 The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act (2010). Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trips/residential trips

17.2 Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes.

17.3 The First Aid team is responsible for the administration of medicines and health care plans/protocols.

## 18. Training and development

18.1 Training needs are identified in response to the needs of pupils currently on the SEND register.

18.2 School staff have specific training and expertise in social, emotional and mental health needs, speech and language, literacy and numeracy interventions and supporting children with hearing impairment and visual impairment, ASD and dyslexia.

18.3 The SENDCo attends network meetings to share good practice with colleagues in Lewisham Local Authority and keep up to date with SEND developments.

## 19. Storing and Managing Information

19.1 Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. We keep children's SEN files digitally in a password-protected area on

the school server. Individual SEND files are transferred to receiving schools when pupils leave John Ball Primary School.

## 20. Complaints

20.1 We urge parents & carers with any concerns regarding the SEND policy or the provision made for their child at John Ball Primary school to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. If parents & carers feel their child's needs are still not being met they should make an appointment to see the Head Teacher.

20.2 If concerns are still unresolved parents may wish to use the Special Educational Needs and disabilities Information, Advice and Support Service (SENDIASS) (formerly Parent Partnership) or engage with the School complaints procedures.

## 21. Reviewing the SEND Policy

21.1 The SEND policy is reviewed annually by the governing body.

## 22. Compliance

22.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (2015) and has been written with reference to the following related guidance and documents:

- Accessibility Policy (2022)
- Safeguarding Policy (2022)
- School SEN Information Report (2024)
- Equality Act 2010: advice for schools. Department for Education (2013)
- The National Curriculum in England Key Stage 1/2 framework document (updated 2014)
- Teachers Standards (updated 2021)

## 23. Key Documentation

23.1 The following documents have informed this guidance which parents may find helpful:

- Equality Act (2010)
- Keeping children safe in education (2023)
- Special educational needs and disability code of practice: 0-25 years
- Special educational needs and disability: a guide for parents and carers
- Supporting pupils at school with medical conditions

## 24. Related School Policies/Documents

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Procedure
- Curriculum policies
- Equality Policy
- Safeguarding Policy

# Appendix 1 – Early Identification Assessment

## Early Intervention Assessment

| Pupil name: | Class: | Teacher: |
|---|---|---|
| **Reason for early intervention assessment request:** | | |
| **Strategies and provision used to support so far:** | | |
| **How is the pupil doing in relation to expected standards for their year group?** | | |
| **Progress made this academic year:** | | |
| **Guardian view:** | | |

**Referred by:**

Name: …… Date……

Has the child's guardian been made aware of concerns? Yes/No

If not, please state the reason: