



LOCKS HEATH JUNIOR SCHOOL
A sustainable and healthy community where children come first.

We Respect * We Thrive * We Belong

2.0 Teaching and Learning policies

2.3 Special Educational Needs and/or Disability (SEND) Policy

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Signed on behalf of the Governing Body	Name	Date

Revision Status				
Rev	Issue Date	Reason for Issue	Prepared	Approved
01	Sep 16	2016 review and issue	AW	SIC
02	Dec 17	2017 Review		
03	Sep 18	2018 Review	AW	
04	Sep 19	2019 Review	AW	
05	Sept 20	2020 Review	AD	
06	Nov 21	2021 Review	AD & HP	
07	Nov 22	2022 Review	AD	
08	October 25	2025 Review	AD	

List of Changes to previous revision	
P2	SENDCo achieved NASENCo Accreditation
P5 & 8	Update hyperlinks
P5	Update to EHCP information following banding funding
P6	Update to transition information for children not attending from feeder school
P5	Information about support provided where there are concerns about progress.
P8	Removal of SEND governor to write termly reports to be included in Head teacher's report
P5-6	Update to include The Nest provision
P8	Removal of First Aid information
P5-6	Removal of The Nest provision September 2024

LOCKS HEATH JUNIOR SCHOOL

Special Educational Needs and/or Disability (SEND) Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 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 (September 2014)
- School SEND Information Report Regulations
- Safeguarding policy
- Accessibility Plan
- Assessment policy
- Behaviour and Attitude Policy
- Teachers Standards 2012

This policy was created by the school's SENDCo with the SEN Governor, in liaison with the School Improvement Team, in the spirit of the current reform of co-production.

Name of SENDCo: Miss Amy Downing, member of the Senior Leadership Team, achieved the National Award for SEN Accreditation (NASENCo) and is Inclusion Manager for all vulnerable groups, including Looked After Children and Disadvantaged Pupils.

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Principles underlying the policy

We acknowledge current legislation and recognise that a percentage of our children may have a special educational need at some stage in their school career. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them that is additional to or different from Quality First Teaching. Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

The school adheres to the principles of the new code of practice and in particular would like to highlight the Hampshire County Council policy statement on special educational needs. The Governing Body will adhere to the guidance in the Hampshire County Council document outlining the governing body's responsibilities (appendix 1).

Statement

Locks Heath Junior School is a mainstream setting **where children come first**. We aim to provide the best possible education for every child within a warm and caring ethos. We are committed to ensuring equality of education and opportunity for all pupils, and believe that all pupils are entitled to a broad, balanced and relevant curriculum that can be adapted to meet any specific need. We provide "quality first teaching" to allow all children to reach their potential. However, at times a child may require additional support beyond this practice. Every teacher in our school is responsible for meeting the needs of all pupils in their class, including those with SEND. We aim to support these needs in the following areas:

- Specific and Moderate Learning Difficulties, including Dyslexia and Dyspraxia
- Social, Emotional or Mental Health Needs
- Speech, Language and Communication Needs
- Physical Disabilities
- Hearing impairment
- Visual impairment
- Autistic Spectrum Condition including High Functioning Autism

Aims

To ensure that :-

- All children in the school are encouraged, valued and accepted equally, regardless of their ability and behaviour.

- All children are entitled to access a broad, balanced and relevant curriculum which is adapted to meet individual needs and which enables all children to reach their full potential through the National Curriculum.
- Raise the aspirations and expectations of all pupils with SEND, we focus on outcomes for children, not just provision and support.
- Parents / Guardians have a vital role to play in supporting their child's education and we would like them to work in partnership with the school.

Objectives

- To identify at the earliest opportunity, using agreed school criteria, those children with special educational needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a "whole school" approach to the management and provision of support for special educational needs and/or disability.
- To consult and involve parents / guardians, the child and external agencies where necessary
- To provide support and advice for all staff working with pupils with special educational needs
- For children with SEND to engage fully in all the activities of the school.

Identifying Special Educational Needs

As stated in the Code of Practice 2014, there are four categories of need:

1. Cognition and Learning
2. Social, Emotional and Mental Health difficulties
3. Communication and Interaction
4. Physical and/sensory impairments

We identify the needs of pupils by considering the needs of the whole child. In accordance with the Code of Practice, pupils are only identified as having a Special Educational Need, if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (**Section 6.37**).

If a teacher thinks they may have a child with SEND, the teacher and SENDCo review what has been put in place for the child already and their progress, in line with their peers and national expectations. We follow the Hampshire criteria for SEND and standardised assessment tests for reading, spelling and mathematics may be used as screening tools.

If a child appears to have difficulties in Literacy, they can be assessed for evidence of a specific learning difficulty (SpLD). We use a Phonological Assessment Battery test (PhAB2) to identify key areas of learning difficulty. The teacher or SENDCo will observe the child in different learning contexts within school to gain a full picture of their need. We also have 'Junior Language Link' available, which is a screening tool for language and communication needs. The teacher will communicate to parents to discuss the child's needs and to seek out any historical information that the parents may offer, which can help in the identification process.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from learning support assistants or specialist staff. Therefore, high quality teaching, adapted for individual pupils, is the first step in responding to pupils who may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school regularly reviews the quality of provision for all pupils through lesson observations, work sampling and book moderation in the core subjects, as well as pupil progress meetings.

A Graduated Approach to SEND Support

If a child is placed on the SEND register, a programme of targeted support will be put in place and shared with the child and parent. We follow the system of ASSESS-PLAN-DO-REVIEW. Once the child's needs have been identified and assessed, we plan for outcomes and steps on how to achieve these outcomes, through a pupil learning journey record. These are living records that tell us exactly the child's needs, the targets to be achieved within an agreed time frame and the provision to allow this to happen. The teacher is responsible for evidencing progress according to the targets described in the plan.

These are updated termly and parents are informed by the class teacher at parents' evening meetings. The level of provision is dependent on each individual child's needs. Progress of the child is monitored regularly to ensure that the provision is working.

The SEND register is a fluid document and children may exit the register if their needs have been met, or they have narrowed the gap with their peers over a sustained period of time. However, their progress will continue to be monitored through our assessment cycle, to ensure that they remain in line with their peers. Where there are concerns about a child's progress, additional support can be provided where necessary and progress will be monitored between the class teacher and SENDCo.

For higher levels of need, we may seek external agency support from a number of professionals, including:

- Educational Psychologist (E.P.)
- Primary Behaviour Service (Lennox Centre)
- NHS Solent Therapy including Speech and Language and Occupational Therapy
- Early Help Hub
- Ethnic Minority and Traveller, Achievement Service (E.M.T.A.S.)
- Specialist Teacher Advisors
- Outreach Support

Where necessary and appropriate, parents and children will be invited to these meetings and have a say in the outcomes of these consultations.

In rare cases, a child may require an Education and Health Care Plan (EHCP). This will document a specific support structure. The level of support differs according to the needs of the child.

Monitoring and Evaluation of SEND

Throughout the year, class teachers and LSAs monitor pupil progress on a daily basis and amend targets, programmes, interventions and resources as appropriate. Children with SEND who are on an intervention programme will have their progress tracked and monitored at the end of each programme to evaluate the impact of the intervention. Time will then be given for children with SEND to consolidate their learning within class. The SENDCo will monitor the progress of every child with SEND in the school each term.

Parents will receive four reports a year, which will share what their child has achieved and the school holds two parent's evenings a year, where teachers will outline their child's progress and next targets for their learning.

Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Supporting Pupils and Families

Further information and guidance can be found at:

- [Hampshire's Local Offer](#)
- Our School's [SEND Information Report](#)
- [SENDIASS](#) (formerly known as Support4SEND)
- [IPSEA](#), a National Charity for families with children with SEND

Supporting pupils during transition

We run a successful transition programme from our feeder Infant School that enables children to become familiar with the school and staff. Information meetings are also held for Year 3 parents in the Summer and Autumn terms.

Year 3 staff and SENDCo visit the Infant School to discuss pupils and observe them in a familiar environment. For children with SEND who may find the transition more challenging, we offer the opportunity of further visits.

TPA (Transition Partnership Agreement) meetings are held with the Infant School for children with SEND, to ensure necessary provision is put in place. These are shared with Hampshire County Council and reviewed the following term.

For children not attending from our feeder school, the same arrangements can be made where necessary.

Each year, class teachers arrange a thorough handover to the new class teacher on targets and strategies employed to help a child. There is a transfer day, where children spend most of the day with their new teacher, and additional 'visits' can be arranged if necessary.

For Year 7, our feeder Secondary School, Brookfield Community School, runs a programme specifically tailored to aid transition for more vulnerable pupils.

Additional school visits can be arranged as necessary. TPA meetings, chaired by the SENDCo can also be set up with feeder Secondary Schools for our most vulnerable pupils. The same arrangements can be made for children not attending our feeder school.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Supporting pupils at school with Medical Conditions

The School recognises 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. Some children with medical conditions may have a disability, and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs and may have an EHCP, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school produces a directory (with photos) of all children with medical conditions with health care recommendations for all staff and these should be available within all classrooms. This directory is updated regularly.

Staff receive training for certain conditions when required, and if a child has a medical condition, a protocol is compiled and shared with all staff who work with the pupil.

Training and Resources

There is a designated SEND budget given to the school directly from Hampshire County Council, used to employ support staff, resources and training needs.

Training needs are identified through Staff Skills Audits and the nature of the cohort of children. If a member of staff feel that they require training in an area of SEND, they speak to the SENDCo to arrange some training either in-house, through staff meetings and observing other staff members, or for an outside agency to run a session. This maintains and develops the quality of teaching and provision to respond to the needs of the pupils.

All teachers and support staff undertake induction on taking up a post, including a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice to discuss the needs of individual pupils.

The SENDCo regularly attends Hampshire's update meetings and local network meetings in order to keep up to date with local and national updates in SEND.

Responsibility of the Governing Body

The governors, including the SEND governor will ensure that:

- They are fully involved in developing and monitoring the school's SEND policy
- All governors, especially any SEND governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed, including training
- The devolvement of resources and budgeting for SEND provision is included within the School Improvement Plan
- The monitoring of SEND provision.
- The SEND governor meeting termly with the SENDCo to discuss issues relating to progress of SEND pupils as a sub-group and as individuals and to report verbally to the School Improvement Committee
- The Headteacher reports on developments regarding SEND in the termly report to governors (regular updates on SEND)

Admission Arrangements for Pupils with SEN and/or Disabilities

Admission arrangements for children with special educational needs are in line with Hampshire County Council guidelines (see school admissions policy). Human and physical resources are allocated according to need.

The school's policy for the admission of children with disabilities is set out in the parents' information booklet and is based on Hampshire's recommendations for the admission of disabled pupils. The school also has an equal opportunities policy that makes provision for children with disabilities. Ramps, handrails, disabled toilet and medical facilities have been added to allow access for wheelchairs and all steps and pathways are clearly marked with yellow lines. We take every opportunity to make children aware of others with disabilities and introduce assembly themes as appropriate. Extra curricular clubs are as inclusive as possible. The school makes the necessary provision so that all pupils who have a disability or Special Educational Need have full access to the National Curriculum.

Dealing with Complaints

Please refer to the school policy on [complaints procedure](#)

Bullying

We want our children to come to school and feel safe. We have a zero tolerance for bullying, please see the school policy on Bullying within our [Behaviour and Attitude Policy](#).