Alderton Junior School
Special Educational Needs and Disabilities (SEND) and Inclusion Policy
2026 – 2027

This policy explains how at Alderton Junior School we support children who have Special Educational Needs and Disabilities (SEND). We believe every child deserves the best possible education, and we're dedicated to making sure all children, including those with SEND, can learn, grow, and achieve their full potential.

You'll find more details about how we support children with SEND in our **SEND Information Report**, which we update every year. You can find it on our school website: https://www.aldertonjunior.co.uk/send/

For information about support available from our local council (Essex Local Authority) and other services, please visit the Essex Local Offer for SEND website: http://www.essexlocaloffer.org.uk/

Other important school policies that might be helpful for you include:

- Behaviour Policy
- Equalities Policy
- Accessibility Plan
- Anti-bullying Policy

You can find all these policies on our school website: https://ajs.efspt.org/

This policy is divided into sections to help you find the information you need:

- Who Leads and Manages SEND Support in Our School?
- What Kinds of Special Educational Needs Do We Support?
- How Do We Identify and Assess Children's Needs?
- Working Together with Parents, Carers and Families
- Involving Children in Their Learning
- Checking and Reviewing Progress
- Moving On: Support During Changes
- How We Teach Children with SEND
- Our Learning Environment and Curriculum
- Staff Training and Development
- How We Measure the Success of Our SEND Support
- Making Sure Everyone Feels Included
- Supporting Emotional and Social Wellbeing
- When We Involve Specialists
- Funding for SEND Support
- Protecting Your Child's Information

1. Who Leads and Manages SEND Support in Our School?

The SENDCo (Special Educational Needs and Disabilities Coordinator)

Our SENDCo is Miss Davies. She is responsible for:

- Making sure our SEND policy is put into practice every day.
- Organising the specific support given to individual children with SEND. This includes children who receive SEN Support (extra help within school) and those who have an Education, Health and Care Plan (EHCP) (a legal document outlining a child's support).
- Guiding other staff members and working closely with teachers, parents, and outside organisations.
- Ensuring our children with SEND receive the right support and high-quality teaching.

The Governing Board

Our school's Governing Board is made up of volunteers who oversee the school. They make sure we meet our legal duties for children with SEND. This includes:

- Having plans in place to support pupils with medical conditions.
- Publishing our SEND Information Report every year.
- Making sure we have a qualified teacher as our SENDCo.

The Governing Board also works with the SENDCo and Head Teacher to plan how we will continue to develop our SEND support and make sure we have the necessary resources.

They also ensure the school follows the Equality Act 2010, which means we welcome all children, make reasonable adjustments for those with disabilities, and have an accessible environment. We have a dedicated governor for Mental Health and Wellbeing, Mrs Christine Moss.

2. What Kinds of Special Educational Needs Do We Support?

At Alderton Junior School, we support children with a wide range of needs. These can include:

- **Communication and Interaction Needs**: This applies to children who may have difficulties with speech, language, and communication. It also includes children with Autism Spectrum Disorder (ASD), which affects how they communicate and interact with the world.
- **Cognition and Learning Needs**: This covers children who might learn at a slower pace or have specific learning difficulties such as dyslexia (problems with reading and spelling), dyscalculia (problems with numbers and maths), or dyspraxia (problems with coordination).
- **Social, Emotional, and Mental Health Difficulties**: Children with these needs might show their difficulties in many ways, such as becoming withdrawn, isolated, or displaying challenging communicating behaviour. This can also include conditions like Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD).
- **Sensory and/or Physical Needs**: This includes children with visual impairment (sight difficulties) or physical disabilities.

We believe all children with these needs can be fully included in our school community.

3. How Do We Identify and Assess Children's Needs?

A child has SEND when they need extra or different support to help them learn, compared to other children their age.

When a child starts at our school, we look at their current skills and what they have already learned. We regularly check all children's progress. We look for children who are not making the progress we would expect for their age and circumstances. This could mean:

- They are learning much slower than their classmates who started at the same level.

- They are not improving at their usual rate.
- The gap between their learning and their classmates' learning is not closing or is getting wider.

Our first step when a child isn't making expected progress is always to provide high-quality teaching that focuses on the areas where they are having the most difficulties.

In our school, we use the Essex Ordinarily Available Universal and Targeted framework (https://schools.essex.gov.uk/special-educational-needs-and-disabilities-send/send-services-and-support/send-advice-and-2) to help us with our assessments and to plan the right support for children. We have also developed our own assessment and intervention pyramids. These are tools that help us ensure we have a clear, consistent approach to identifying needs, assessing progress, and putting the right support in place for all our children.

In identifying a child as needing SEND support, their class teacher, working with the SENDCo, will carefully look at the child's needs. We compare their development to other children their age and to national information. It's important to remember that not making expected progress doesn't automatically mean a child has SEND. Also, doing well for their age doesn't always mean there are no learning difficulties.

Learning difficulties that are only due to speaking English as an additional language are not considered SEND.

We try to identify any barriers to learning early. For some children, SEND can be noticed when they are very young. For others, difficulties might become clearer as they get older. We know that parents know their children best, and we always listen carefully when parents express concerns about their child's development. We also listen to and act on any concerns raised by the children themselves.

If we decide to provide a child with SEND support, we will record this in our school records which means putting a child on our SEND Register and formally let you know. The SEND Register is a document used by the SENDco to monitor which children are receiving SEND support. We share information about the types and levels of SEND in our school with the local council, which also helps create national SEND reports.

The SEND support we provide will be changed or updated based on how well it's helping your child reach their agreed goals. In Essex, we use a plan called a "One Plan" when a child continues to make little or no progress, despite the targeted support we've put in place. Some of these children might also be receiving support from other organisations.

Alongside a One Plan, your child will have a One Page Profile. This is a simple, positive snapshot of your child that we create together. It highlights their strengths, interests, and what helps your child feel happy and learn best at school. This helpful page is shared with all the staff who work with your child, so everyone understands how to support them.

If, despite our efforts to identify, assess, and meet your child's SEND, they are still not making expected progress, we might consider asking for an Education, Health and Care (EHC) needs assessment. This request can be made by the school or by parents. When deciding if an EHC needs assessment is needed, the local council will look at all the actions the school has already taken to support your child's SEND. An EHC needs assessment doesn't always lead to an EHC plan.

The purpose of an EHC plan is to formally describe the specific educational support needed to help your child. It aims to improve their progress across education, health, and social care, and to prepare them for adulthood as they get older. The EHC plan also sets out how shorter-term targets will be set at school.

4. Working Together with Parents, Carers and Families

We are committed to working closely with parents and carers. We will:

- Always consider your views, wishes, and feelings.
- Give you the information and support you need to be fully involved in decisions.
- Support you in helping your child develop and achieve the best possible educational and other outcomes, preparing them for adulthood.
- Meet with parents of children with SEND at least three times each year.
- Provide an annual report on your child's progress.

If there are any disagreements with parents about SEND support for your child, we will work with you to try and resolve them. If you have a complaint, you can use the school's complaints procedure. You can get details about this from the school office or on our website.

5. Involving Children in Their Learning

We are committed to involving children with SEND in decisions about their learning. We will:

- Always consider the views, wishes, and feelings of the children.
- Provide children with the information and support they need to be fully involved in decisions, where appropriate.
- Help children support their own development and achieve the best possible outcomes.
- Support children to take part in One Plan reviews and Annual Review meetings.

6. Checking and Reviewing Progress

We keep careful records of your child's progress, focusing on their achievements and regularly checking how effective the SEND support we provide is. We record details of any extra or different support given under SEND support. This is part of our regular discussions with parents about your child's progress, what we expect them to achieve with the support, and the next steps.

Our SEND support follows a four-part cycle: Assess, Plan, Do, and Review. This means we continuously look at your child's needs, create a plan, put it into action, and then review how well it's working. This cycle helps us understand your child's needs better and refine the support to help them make good progress. This is known as the graduated approach.

We agree on clear dates for reviewing progress, and parents, pupils, and teaching staff will all know how they will help the child reach the expected goals. We will review how effective the support and interventions have been and their impact on your child's progress by the agreed date.

Reviewing an EHC Plan

EHC plans are used to actively monitor children's progress towards their goals and long-term ambitions. They are reviewed at least every 9 months in a meeting called an Annual Review. These reviews will involve the child and their parents, taking into account their views, wishes, and feelings.

The review will focus on your child's progress towards the goals in their EHC plan or from the previous Annual Review. We will also consider if these goals and supporting targets still remain appropriate. During the Annual Review meeting, we will provide updates on your child's progress and strengths. When needed, we will plan and record new short-term and longer-term goals. We will prepare and send an Annual Review report to everyone invited within two weeks of the meeting, and this report will be sent to the local council every year as an update for the EHCP. If a child is looked after by the local council, we will try to hold EHC plan reviews at the same time as their social care reviews.

7. Moving On: Support During Changes (Transition)

We believe that the majority of children with SEND, with the right support, can find work, live independently, and be active members of their community. We encourage these ambitions from the very beginning. Our SEND support includes planning and preparing for all the moves children make, such as between different stages of education, key stages, and year groups.

When children move to our school from Key Stage 1 or join us during the school year, we work closely with staff from their previous settings. We also work in partnership with families to make sure you have all the information you need for a smooth move to our school, and so that we receive important information about your child. For some children with specific needs, we will create an individual transition plan with professionals from their previous settings and with parents. We also help children feel included in social groups and develop friendships.

When pupils move from us to secondary school, or to a specialist school or alternative provision at the end of Key Stage 2, we will agree what information needs to be shared, in partnership with parents and pupils. We will work closely with staff in the new settings to ensure they have all the information needed to plan and prepare for a successful transition for your child. For children with specific difficulties who move to specialist or alternative provision, we work closely with parents and staff from the new setting to plan a personalised transition plan for the individual child to make the process as successful as possible.

If a child has an EHC plan, this plan will be reviewed and updated well before they move between key stages of education. Parents of children with an EHCP will need to name their choice of secondary school in the summer term of Year 5, so that the relevant schools can be consulted before a place is offered.

8. How We Teach Children with SEND

We have high expectations for all children. We use assessments to set ambitious goals for them. We provide high-quality teaching that is tailored to each child's individual needs. Some children need teaching and support that is extra or different, and we do our very best to make sure this is provided for those who need it. Our assessment and intervention pyramids show the universal offer for all children at our school and how, when extra support is needed, this is put into place.

9. Our Learning Environment and Curriculum

All children have access to a broad and balanced curriculum. When we plan lessons, we always include how we will adapt the curriculum or make it accessible for children with SEND. Lessons are planned to address any potential difficulties and to remove anything that might stop a child from achieving. We do our best to help all children develop, learn, participate, and achieve the best possible outcomes, whether that's through making reasonable adjustments for a child with a disability or providing special educational support for a child with SEND.

10. Staff Training and Development

We regularly and carefully check the quality of teaching for all children. This includes identifying common needs in the school and, where necessary, improving teachers' understanding of how to identify and support vulnerable children. We also make sure they know about the most common SEND needs. If special interventions are needed, we ensure our staff have the right skills and knowledge to deliver them effectively.

The quality of teaching for children with SEND, and the progress they make, is a key part of our staff's performance reviews and how we support their professional development.

11. How We Measure the Success of Our SEND Support

We keep track of the programmes and support we use with different groups of children so we can see how effective they are. We use our information systems to monitor the progress and development of all children. This helps us to use interventions that work well and to stop using those that are less effective. We publish an annual SEND Information Report on the school website.

12. Making Sure Everyone Feels Included

We are committed to preventing discrimination, promoting equal opportunities, and building good relationships among all children. Children with SEND take part in all school activities alongside those who do not have SEND. We encourage them to be fully involved in school life and any wider community activities. We make reasonable adjustments to help children participate who might otherwise find it difficult. As part of the Multi-Schools Council in Essex, we have a group of children from across the school who attend Inclusion Council meetings and discuss how to make sure all children feel included in schools.

13. Supporting Emotional and Social Wellbeing

We support the emotional, mental, and social development of children with SEND by offering extra support. Our Attendance and Behaviour Support Manager, Mrs. Laura Carroll-Bastian, is available to listen to their views and offer pastoral care. In addition, we have a trained ELSA (Emotional Literacy Support Assistant) and Learning Mentor who provides support for children and young people experiencing emotional or social difficulties.

We also support children's spiritual, moral, social, and cultural development through regular PSHE (Personal, Social, Health and Economic) lessons. All our staff are trained in and follow the Trauma Perceptive Practice approach. We have a dedicated governor for Mental Health and Wellbeing, Mrs Christine Moss.

14. When We Involve Specialists

We will seek help from a specialist if a child makes little or no progress over a long time, or if they continue to work at levels much lower than other children their age, even after receiving evidence-based SEND support from our trained staff. Parents are always involved in decisions to bring in specialists. We might involve specialists at any point to advise us on identifying SEND early and on effective support and interventions.

We work with parents and other organisations to consider a range of effective teaching approaches, appropriate equipment, strategies, and support to help your child's progress. Together, we agree on your child's needs, who is responsible for what, and the goals to be achieved through the support, including a date for review. We keep records of specialist involvement and share them with parents and teaching staff. If a child is looked after by the local council, we will work closely with other relevant professionals involved in the child's life.

15. Funding for SEND Support

We have a budget within our overall school funding specifically to support children with SEND. This isn't a separate pot of money but is part of our whole school budget. We use this budget, including any resources like the Pupil Premium (funding for disadvantaged pupils), to provide high-quality and appropriate support.

The local council can provide extra funding if the cost of the special educational support needed for an individual child is higher than a certain amount. In some cases, parents can ask for a Personal Budget. A Personal Budget is money identified by the local council to provide support outlined in an EHC plan, where the parent or young person is involved in arranging that support.

16. Protecting Your Child's Information

Education, Health and Care plans (EHC plans) will be kept securely so that only authorised people can access them. EHC plans will not be shared without the consent of a child's parents or the young person themselves, except for specific reasons or in your child's best interests. Please see our Data Protection policy for more information.

If you have any questions about this policy, please don't hesitate to contact our SENDCo via the school office or SENDco email.