



SPECIAL EDUCATIONAL NEEDS & INCLUSION POLICY 2025-2026

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Our School Vision and Values

Thames View Junior School is at the heart of the community.
It is a place where everybody has a voice and is valued.
Positive relationships between staff, pupils and parents ensure that our pupils flourish
in an environment of mutual respect and tolerance.
We are an ambitious school with high expectations from both staff and pupils.

Our pupils will leave us, ready to positively embrace life in modern Britain and
through our broad and balanced curriculum we endeavor to prepare them for the
next stage of their academic journey.

At Thames View Junior School, our safe and nurturing environment enables pupils to
flourish and attain their potential both academically and socially.

Striving for Excellence

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Special Education Needs & Disability (SEND) Policy

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Principles and Objectives:

At Thames View Junior School, we aim to provide a curriculum which is accessible to the individual needs of all our pupils. We recognise that some pupils, during their time at the school, will encounter a greater challenge with learning than the majority of their peers. These pupils will require additional support, strategies or materials to access the curriculum.

- *We strive to meet the educational needs of all our pupils.*
- *Every child matters and we recognise the positive contribution that all our pupils make to the school community.*
- *We aim to work in partnership with parents and the child to achieve this and to raise pupil attainment.*
- *We will actively seek advice and support from specialist provisions and appropriate external agencies.*

Everyone in the school community has a positive and active part to play in achieving this aim.

Definition of Special Needs:

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils have a learning difficulty if they: *"have a significantly greater difficulty in learning than the majority of pupils the same age; or have a disability which hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority"* (section 1:3 Special Educational Needs Code of Practice, 2015)

How We Define Special Educational Needs:

Pupils whose learning and/or behaviour is enough of a concern that it cannot be addressed via regular curriculum differentiation or Classroom Management Procedures are then managed as SENS (K) and are included on our SEND register/Whole School Provision List.

This means that if there is a child in a class that is having difficulties accessing the curriculum and, despite clear differentiation, is consistently underachieving they will, post assessment, be determined to have a 'Special Educational Need'. Likewise, if a child does not adhere to our School Behaviour Policy, despite interventions, their behaviour may be considered as a 'Barrier' to their learning and they will be managed as SENS (K).

Examples of Special Educational Needs:

Pupils with special educational needs may need extra help because of a range of needs, such as:

- Cognition and Learning Difficulties
 - *Specific Learning Difficulties (SPLD)*
 - *Moderate Learning Difficulties (MLD)*
 - *Severe Learning Difficulties (SLD)*
 - *Profound and Multiple Learning Difficulties (PMLD)*
- Social, Emotional and/or Mental Health Needs
 - *Depression*
 - *Attention Deficit Hyperactivity Disorder (ADHD)*
 - *Eating Disorders*
 - *Anxiety Disorders*
 - *Mental Health Issues*
 - *Social Disorders*
- Communication and Interaction Needs
 - *Speech Language and Communication Needs (SLCN)*
 - *Autistic Spectrum Disorder (ASD)*
- Sensory and/or Physical Needs
 - *Visual Impairment (VI)*
 - *Hearing Impairment (HI)*
 - *Multi-Sensory Impairment (MSI)*
 - *Physical Disability (PD)*

Provision Mapping:

Thames View Junior School has an active provision map; this means that we recognise that it is essential to identify the need that a child has before attempting to create provision. Where a child's need has been identified then a response will be created to actually meet that need. We have acknowledged that it is important to recognise the root of the problems that a child is experiencing and attempt to support these, avoid short term boosts and build resilience.

This means that the provision within the school remains fluid and adapts regularly depending on the pupils we have on roll. We attempt to deal with problems at the earliest opportunity and all staff are actively encouraged to seek advice and support from the SENDCo and his team.

Inclusion at Thames View Junior School:

Inclusion within the school promotes equality for all pupils so that pupils have equal access to opportunities that develop their skills and abilities. It should be noted that it is recognised that inclusion does not mean that all pupils are treated the same; we take account of learners different needs and life experiences and support individuals accordingly.

Responsibilities/Job descriptions:

It is important to be aware that different members of the school community have different responsibilities that link together to provide the support and structure necessary to enable pupils with learning difficulties to be able to make progress. These roles include support for pupils via close monitoring from the SEND Team.

SEND Governor:

The SEND Governor is appointed by the governing body of the school. They are not linked to the SEND department in any way prior to their appointment; this allows for an independent set of checks which can ensure that the department is operating effectively, as well as an independent perspective which ensures a fresh exchange of views and ideas. Regular meetings facilitate this exchange of ideas between the SENDCO and SEND Governor.

Headteacher:

The Headteacher will be responsible for overseeing the SEND Team; they are kept informed about the day to day running of the department as well as being the final decision taker on the SEND Development Plan. Weekly meetings are scheduled between the SENDCO and the Headteacher to ensure that the Headteacher is able to facilitate their obligations under sections 69 and 73 of the school standards and framework act 1998; 'To ensure the implementation of an appropriate curriculum within the school.'

SENDCO:

The SENDCO will be responsible for the day to day management of the SEND Team. This will include the direction of staffing as well as supporting the development of interventions to enhance the learning of the pupils on the SEND Register. The SENDCO will also be responsible for the structuring of the Development Plan for SEND across the school. They will monitor the teaching of any interventions which are in place as well as tracking the progress of any pupils on the SEND Register.

Class Teacher:

Class teachers are responsible for monitoring pupils who are on the SEND register as well as identifying any pupils who are showing a need to be included on the register. Teachers plan specifically for and on behalf of the SEND Pupils in their Classes.

Learning Support Assistants (LSAs):

Learning Support Assistants (LSAs) are responsible for delivering interventions both in and out of the classroom. They have specific duties involving specific year groups, directed by the SENDCO. In the classroom, they support teachers towards enabling the progress of SEND Pupils by aiding the targeted teaching and learning.

Special Education Needs Procedures

Initial Concern:

This is for when concerns are identified prior to the need for a child to go on the SEND Register. The teacher at this stage will use a variety of 'In-Class' support strategies to intervene. These interventions are recorded to provide evidence to support a referral to the SENDCo and their Team.

Intervention Groups:

These are for pupils who need regular intervention /support. This may be within a small group, supported by an additional Adult or class teacher, within or external to the classroom or through a specific intervention linked to the School Provision Map.

The class teacher will identify pupils needing the additional intervention in partnership with the SEND Team. The class teacher will agree a specific timeframe for this intervention. All interventions are based on an identified need; there is a programme of work to remediate the need and an evaluation of the success of the intervention. This is evidenced and the class teacher determines future strategies towards moving a child forward within the mainstream learning environment.

SENS - Special Educational Needs Support (K):

This stage is for pupils whose special needs may benefit from support from an outside agency. It is important to note that this means a child may have a severe special need. It is at this stage external agencies may become involved and consultations may involve both child and parents/carers.

All pupils at this stage have a 'Pupil Passport', a form of IEP (Individual Education Plan), that sets out targets for interventions. Pupil Passports are updated termly and often written in partnership with parents. At the end of each term progress towards targets is noted and a revised Pupil Passport issued. If the child has made little or no progress then targets may remain the same, but provision may change. Completed Pupil Passports remain on a child's records towards enabling a clear picture of their development.

A review of the child's progress is undertaken three times a year. Parents should be invited to a review and their comments noted. Where possible these reviews will coincide with Parents Evenings. The review notes will be kept within a child's file and a copy will be issued to all stakeholders.

Outside Agency support available for pupils may include;

- *Educational Psychologist*
- *Behaviour Support Service*
- *Child and Family Consultation Service*
- *Complex Social Communication Needs Service*
- *Child Development Team*
- *Occupational Therapist*
- *School Nurse*
- *Hearing Impaired Service*
- *Joseph Clarke School (visually impaired)*
- *Speech and Language Service*
- *Pupils' Services*

Education, Health and Care Plans (EHC):

Education, Health and Care Plans are issued by the Local Authority. The process is in multiple stages and can take a long time. It includes multiple outside agencies (Educational Psychologist, Occupational Therapist, Speech and Language therapist etc). During the process, the SENDCo will work alongside the pupil's class teacher to detail previous interventions that have been put in place and why the pupil will require an EHC Plan. This then gets discussed by an EHC Panel and a decision is made whether the pupil meets the criteria for an EHC Plan or if the case will need further investigation or a tribunal hearing. Once a pupil has an EHC Plan, each year, an 'Annual Review' will take place to see whether an EHC Plan requires revision; this meeting will include the SENDCO, the parents/carers and possibly any external agencies involved with the child.

Pupil Passports:

SENS (Special Educational Needs Support) Pupils or those that have an EHC Plan (Education, Health and Care Plan) will have a Pupil Passport. This will state what help is given, who will give the help, what the SMART (specific, measurable, achievable, realistic and time related) Targets are and how progress will be monitored. Targets will be discussed with the parents/carers. The parents/carers can be given a copy of the Pupil Passport upon request.

Moving Pupils on and off the Special Needs Register:

Pupils may be moved on and off the SEND Register as need dictates. Evidence will have been gathered and the SENDCo will discuss the process in advance with Parents or Carers. Support will always be provided for a child who is on the register, and if removed they will continue to be monitored via termly assessments.

Pupil Reviews:

If a pupil is supported in an **Intervention Group** their progress is discussed with the class teacher and SENDCO at termly meetings and with the class teacher and parents/carers at Parent Consultation meetings.

If a pupil is identified as **SENS (K)** the parents/carers are always welcome to meet with the SENDCO and any other pertinent professionals towards determining or amending an action plan.

If a pupil has an **Education, Health and Care Plan (EHC)** then their progress is discussed during an Annual Review. The parents/carers, all teaching staff and agencies working with the pupil are invited to contribute to this Review. A representative from the Local Authority may also be invited.

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