JOLESFIELD CHURCH of ENGLAND PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

Agreed at FGB: 20th January 2026
Effective: 20th January 2026

Chair of Governors : S.Crute
Headteacher: V. Price

Policy Contents

1. Definition 3

2. Vision and Values 3

Core Values: 3

3. Aims 3

4. Objectives 4

5. Admission Arrangements 4

6. Roles and Responsibilities 4

7. The Graduated Approach

8. Parents as Partners 8

9. Pupil Participation 9

10. Disability Discrimination 10

11. Curriculum provision 10

12. Annual Review 11

13. Work with Other Professionals 11

14. Links with Other Schools 11

15. Transition Arrangements 12

16. Complaints Procedure 12

17. Anti-Bullying 12

18. Disability Access Arrangements 13

19. Funding 13

20. Inclusion 13

21. Annual Review 13

22. Glossary 14

Appendix 1: Compliance with Statutory Duties 15

1. Definition

'A pupil or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them … if they have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities.' (SEND Code of Practice 2014)

2. Vision and Values

Our approach to our SEN practice stems from our Christian vision. Our vision is that Jolesfield Church of England Primary School enables every child and adult to flourish as individuals and collectively for the good of all.

'Jesus said, " I have come that they may have life and have it to the full." John 10 v10

We create an inclusive school community where children feel rooted in the knowledge of God's love for all people. We aim for every child to develop a curiosity for learning and celebrate achievement in all its forms, as well as the effort that goes into making progress. The concept of flourishing, linked to 'have it to the full' is rooted in our belief that we all inhabit God's world and he gave it to us to explore and cherish. Therefore, we embrace the full breadth of the curriculum and move beyond in order that our children flourish spiritually, socially, emotionally and academically. As pioneers, children develop a passion for learning, grow in confidence without fear of failure and inspire the adults around them.

Our Core Values:

- Thankfulness
- Respect
- Team Work
- Positivity
- Kindness
-

3. Aims

At Jolesfield CE Primary School, we want our children to become willing, independent learners through a trusting partnership between school, families and the wider Partridge Green community.

- Every child should have the opportunity to achieve his/her potential.
- All pupils are entitled to a broad, balanced and differentiated curriculum ensuring progression and continuity. The National Curriculum is the means by which this is achieved.
- The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs.
- We will endeavour to ensure that the pupils with SEND will be fully involved in all aspects of the life of the school and have an equal voice.

4. Objectives

All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this policy, we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

At Jolesfield, we:

- work within the guidance provided in the SEND Code of Practice 2014;
- seek to identify the needs of the pupils with SEND as early as possible;
- monitor the progress of all pupils in order to aid the identification of pupils with SEND;
- make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum;
- provide support and advice to all staff working with SEND pupils;
- provide a SENCo who will ensure the implementation of the SEND Policy;
- work with parents to gain a better understanding of their child and involve them in all stages of their child's education;
- work with and in support of outside agencies when the pupils' needs cannot be met by the school alone;
- create a school environment where pupils can contribute to their own learning.

5. Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

6. Roles and Responsibilities

The Governing Body has a responsibility to ensure that the relevant provisions of the Acts of Parliament are implemented.
The named Governor with responsibility for SEND is Mrs Emma Greenland. The SEND Governor will maintain oversight, and monitor identification, provision and effectiveness through regular liaison with the SENCo.

The ownership of the SEND policy is with the Governing Body.

- Determines the school policy and approach to provision for SEND;
- Establish the appropriate staffing and funding arrangements;

- Will ensure that the SEND pupil joins in the activities of the class together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special education provision and considering the efficient education of other children in the school and the efficient use of resources;
- Will maintain a rigorous approach to monitoring and evaluation of SEND support provided.

The Headteacher's responsibilities are to ensure that:

- This SEND policy is implemented;
- The Code of Practice procedures are properly followed;
- Training arrangements are made where applicable;
- Resources are allocated for children with SEND;
- Support is given to the SEND Governor and SENCo;
- An effective partnership between parents and staff is in place;
- Resource requirements to meet the needs of pupils with SEND are established;
- The Governing Body is informed of current issues and provision.

The SENDCo's responsibilities are:

- Overseeing the day to day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEND;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- Being a key point of contact with external agencies especially the local authority and its support services;
- Liaising with potential next providers of education to ensure the pupil and their parents are informed about options and a smooth transition is planned;
- Working with the headteacher and the governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEND up to date.

The class teacher has ultimate responsibility for each child's education within his/her class.

The class teacher will:

- Plan and monitor the work of children with SEND in conjunction with the SENDCo and/or other relevant professionals;
- Work with parents and the SENDCo to write a learning plan for children with an Education, Health and Care Plan or if they have multiple agencies supporting them

- Attend Pupil Progress Meetings and work with the SENDCo to determine the level of support required for children with SEND (e.g. 1:1 or group interventions)

Teaching & Learning Assistants (TLA's including HLTAs) have responsibility for:

- Working with children on the SEND register and watchlist, as directed;
- Assisting the class teacher and SENDCo in the implementation of individual programmes of support and/or group interventions;
- Liaising with class teachers, SENDCo and other colleagues as appropriate;
- Record keeping to inform the Class teacher and SENDCo for termly reviews and provision maps;
- Attending meetings and training as directed by the Headteacher or SENDCo.

7. The Graduated Approach

We use a structured Graduated Approach (Assess–Plan–Do–Review) to support pupils with SEND.

Assess: Identification of needs through observations, attainment data and direct consultation with pupil and family.

Plan: Individual Learning Plans (ILPs) or Individual Monitoring Plans (IMPs) are created collaboratively, with clear outcomes, strategies and shared responsibilities.

Do: Teachers and TAs implement tailored strategies within class and through interventions.

Review: Progress is monitored termly in consultation with parents, pupil and multi-agency professionals.

This approach follows both statutory SEND guidance and evidence highlighting its impact on pupil outcomes. (EEF guidance on SEND in mainstream schools).

We have a clear approach to identifying and responding to SEND:

- Identification
- SEND Support
- Education, Health and Care Plan

A. Identification

"The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child" (p.82 SEND Code of Practice 2014).

The Code of Practice does not assume that there are hard and fast categories of special educational need but recognises those children's needs and requirements fall into four broad areas;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional or Mental Health
- Sensory and/or Physical

Quality First Teaching (QFT)

- Teachers will use high quality and accurate formative assessment using effective tools and early assessment materials as well as standardised testing. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored more closely and where, possibly SEND may have been identified as a barrier, may be added to a watchlist.
- Once a pupil has been added to the watchlist, they will be closely monitored by staff in order to gauge their level of learning and potential barriers. Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from Teaching Assistants.
- The needs of many children with SEND can be met through Ordinarily Available Inclusive Practice (OAIP). Pupils with SEND are supported to access the National Curriculum through effective differentiation, scaffolded learning and adaptive teaching. Wherever appropriate, pupils remain in mainstream classes with structured support.
- High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. The Senior Leadership Team (SLT) closely monitors the quality of teaching for all pupils. Regular SEND training is provided to staff to ensure they are equipped with evidence-based strategies that facilitate progress. This aligns with EEF recommendations on adaptive teaching and developing inclusive professional practice.
- Pupils with SEND may not be added to the SEN register if it is demonstrated that their needs can be met through QFT and OAIP. In this instance, pupils may be added to a watchlist and have an Individual Monitoring Plan (IMP) to aid monitoring.
- The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through regular pupil progress meetings attended by the SENDco & class teachers, it can be determined which level of provision the child will need going forward. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Where teachers and the SENDCo, in consultation with parents, identify a higher level of need, specialised assessments from external agencies and professionals may be sought.

B. SEND Support

When it is determined that a pupil does have SEND and that their needs are not solely being met by QFT and OAIP, parents will be formally advised of this and with parental permission, added to the SEND register and the child will be deemed as a pupil requiring SEND support. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. Interventions will be carefully matched to a child's needs with clear time frames and anticipated outcomes. Class teachers monitor impact and adjust accordingly through the assess-plan-do-review cycle.

Reviews with the child and their parents will take place three times a year with the class teacher and/or SENDCo.

C. Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken as soon as this level of need is identified.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Leaders
- Specialist Education Agencies, eg Educational Psychologist
- Social Care
- Health Professionals
- The child

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCP can be found on the West Sussex Local Offer website or by contacting the West Sussex SEND Information Advice and Support Service.

Following Statutory Assessment, an EHCP will be provided by West Sussex County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHCP.

8. Parents as Partners

We recognise that strong partnerships with parents/carers are valuable. Informal and formal contact with class teachers and SENDCo ensures shared understanding and progress. However, contact should be driven by the needs of the child in order to keep the child at the centre of planning and decision making. Parents are invited to regular reviews and permission is sought before external referrals are made. The findings of external agency assessments are discussed with parents before any further necessary action is taken.

Where more frequent dialogue is identified as in the best interests of the child, the SENDCo may establish a means to share communication more frequently. This could be through a communication book, regular meetings or a shared document such as a target chart. Parental rights and associated responsibilities as defined by the law are acknowledged.

For more information, please see the Acceptable Parental Conduct Policy.

9. Pupil Participation

Where appropriate, pupils contribute to their Independent Learning or Support Plans and review meetings. This builds ownership, self-advocacy and helps pupils express their learning preferences and needs. If communication is a barrier to contribution, other methods are utilised to 'hear' pupil voice. Co-production between school, parents and pupils is valued.

10. Disability Discrimination

We will take reasonable steps to ensure that we do:

- not treat disabled pupils less favourably, without justification, than pupils who are not disabled;
- plan strategically and make progress in increasing physical accessibility to school premises and to the curriculum.

Please refer to the school's Equality Policy for further information.

11. Curriculum provision

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Pupils with SEND will be supported to access the National Curriculum through the implementation of OAIP and (where possible) through following recommendations from external partners. Aspects of the curriculum may be adapted to align to a pupil's ability, interests and specific needs. However, there may be times where it is more appropriate for a child to attend an intervention group that takes place outside of the classroom. This will be recorded in a termly provision map and progress will be monitored closely. Interventions will be regularly discussed at SEN meetings between the

SENDCo and class teachers. The impact of multiple interventions on a child's full curriculum entitlement will be regularly evaluated by class teachers.

Regular SEND training is provided to staff to ensure they are equipped with evidence-based strategies that facilitate progress. This aligns with EEF recommendations on adaptive teaching and developing inclusive professional practice.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

12. Annual Review

Parents of children with an Education, Health and Care Plan will be informed as far in advance as possible of the date of their child's annual review meeting. They will be informed of the agencies invited to attend the review and asked if there are any additional persons that they wish to make a contribution to their child's review or attend with them. This might include professionals, a family friend or a translator if English is not their first language.

Professionals invited to the review will submit a written report and the school will provide written advice summarising the child's progress. The child will also complete a 'Pupil Views' Poster and will attend part, or all, of the review meeting, as appropriate.

Members of staff, who work with the child, will be invited to attend the review. The SENDCo will usually chair and minutes the meeting. A full report of the discussions and outcomes will then be sent to the Local Authority (LA).

These procedures are set out in the West Sussex County Council (WSCC) Handbook for Special Educational Needs.

13. Work with Other Professionals

We work closely with many other agencies including:

- Autism & Social Communication Team (ASCT)
- Learning & Behaviour Team (LBAT)
- Child Development Centre at Worthing Hospital
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service
- Occupational Therapy Service
- Physiotherapy Service
- School Nurse
- Sensory Support Team
- Social Services
- Speech and Language Therapy Service
- Ethnic Minority & Traveller Achievement Service (EMTAS)

14. Links with Other Schools

The Inclusion Coordinators/ SENDCos of the locality schools meet regularly to discuss relevant issues, share ideas and expertise.

15. Transition Arrangements

Arrangements to support pupils with SEN moving into the school or moving to a different school.

For some children a more specialist setting may be more appropriate to meet their needs. If a child is joining Jolesfield CE Primary or moving to another primary, a specialist setting or onto secondary school and has significant additional needs, an individualised programme will be developed taking into account the most successful way to meet the child's needs upon transition. Staff will have a meeting usually involving parents / carers and staff from their new school. The child may also be involved in this meeting. A plan will be created and implemented; this could include extra visits to their new school, visual images of their new school before transferring and staff from their new school visiting the child while they are still at Jolesfield CE . Staff at Jolesfield CE will discuss the needs of children with SEND with their named secondary school during the summer term.

When moving to another year group, staff will have a transition meeting in the second half of the summer term to discuss each child's needs. All SEND paperwork will be discussed. A meeting involving the current teacher, parents, carers and next year's teacher may be arranged, if appropriate. Some children may require more than one visit to their new classroom or to meet their new teacher alongside other strategies such as those mentioned in the previous paragraph in order for them to make the transition as successful as possible.

16. Complaints Procedure

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENDCo as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEN Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by West Sussex LA but operates independently. They can provide a quick and non adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures; this information can be found on the school website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the West Sussex SEN team. Parents will be contacted directly to receive information about the mediation services available.

17. Anti-Bullying

We recognise that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils, including those with SEND are encouraged to share any concerns with a trusted adult, including members of the headship team. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

18. Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of pupils with disabilities.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Our accessibility plan forms part of the Equality Information and Objectives Policy which can be found on the school website.

19. Funding

The school is allocated a proportion of its budget to support children with SEND. The budget is determined by the needs of the children and then divided up between staffing and resources. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (high level needs, HLN) is retained by the Local Authority. Individual applications are referred to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCo, SLT and the Governing Body to agree how the allocation of resources is best used.

20. Inclusion

‘There is a clear expectation within the 1996 Education Act that pupils with SEND will be included in mainstream schools’.

At Jolesfield CE Primary School we are committed to including and providing for all pupils identified as having SEND, enabling them to access a full and balanced curriculum.
Please see the Inclusion Policy for further reference.

21. Annual Review

This policy has been revised in accordance with the SEND Code of Practice (2014). It takes account of the code for Disability Discrimination and issues of inclusion. Teaching staff and Governors have been consulted. The policy will be reviewed annually or in response to changes in legislation. The review will be initiated by the SENCo as part of the school review cycle.

22. Glossary

SEND: Special Educational Need including Disability

Code of Practice (CoP): the SEND Code of Practice 2014 provides practical advice to Local Education Authorities, maintained schools, early education settings and others on carrying out their statutory duties to identify, assess and make provision for children's special educational needs. The guidance refers to Part 3 of the children and Families Act 2014

SEND Support: A pupil that is placed on the SEND register, identified with having SEND with one broad area of need. Outside agencies may be involved.

Education, Health and Care Plan (EHCP): is a document that outlines the provision required to meet the needs to support a child with Special Educational Needs.

Annual Review: the review of an EHCP which a LA must make within 12 months of issuing the Education, Health and Care Plan or, as the case may be, of the previous review.

Teaching Assistant (TA): a widely used job title for an assistant providing in-school support for pupils with special educational needs and /or disabilities.

SEND Co-ordinator (SENDCo): member of staff of a school or early education setting who has responsibility for coordinating SEND provision within a school.

Independent Learning Plan (ILP): An Independent Learning Plan is a document that sets out both long and short-term targets that will help a child with SEND make progress. These are set termly and reviewed with the parent, and where appropriate, the child.

Independent Monitoring Plan (IMP): An Independent Support Plan may be produced for a child on the watchlist, particularly where there are several different areas of need. It identifies the areas where a special educational need may have an impact and relevant strategies, aligned with OAIP and QFT, to address this.

Ordinarily Available Inclusive Practice (OAIP): A guide, produced by West Sussex, which identifies multiple special educational needs and aspects of need. It includes evidence-based recommendations of strategies, resources and approaches to help meet this need. Teachers are expected to adopt these into their daily practice.

Quality First Teaching (QFT): A style of teaching with features that emphasise high quality inclusive teaching for all pupils.

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and Families Act 2014.

It is written with reference to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice 0-25
- Equality Act 2010
- School Admissions Code of Practice
- Supporting pupils at school with Medical Conditions 2014
- Best Practice Guidance for School Complaints Procedures 2021
- The National Curriculum Teachers Standards 2012
- Working Together to Safeguard Children 2023
- West Sussex's Local Offer for SEN