



Jeavons Wood Inclusion and SEND Policy 2024/25

To be read in conjunction with: Health and Safety policy
Equal Opportunities
Safeguarding and Child Protection policy
Positive behaviour Policy
Behaviour Management
Teaching for Learning Policy
Physical Intervention Policy Accessibility Plan

Approved by Governing Body:	18.09.24
To be reviewed:	Every 2 years or as appropriate
Date of next review:	September 2026
Responsible Officer:	Abby Constable – Assistant Head of Inclusion

Our definition of Inclusion

Inclusion does not mean ‘everybody doing the same thing at the same time’.

Inclusion means meeting the individual learning, social, emotional and health needs of individual children and supporting them to ‘be the best they can be’.

Our Commitment to children with SEND

We believe that every child deserves the same chances and opportunities in life. Here at Jeavons Wood all staff are committed to ensuring that every child grows, learns and enjoys school.

We are committed to inclusion and want every pupil to be fully included in every aspect of school life such as lessons, activities, after school clubs and trips.

We have high aspirations for all our children and want them to be independent, engaged learners who have high self-esteem. This is so important for our children with SEND and all staff consistently try their best to ensure that these children’s needs are catered for in all areas of school life.

Legislation and guidance

This policy complies with the statutory requirements laid out in the statutory Special Educational Needs and Disability (SEND) Code of Practice 0-25 (June 2014, last updated April 2020) and the following legislation:

- Part 3 of the Children and families Act 2014, which sets out school's responsibilities for pupils with SEN and Disabilities.
- The Special Educational Needs and Disabilities Regulations 2014, which set out school's responsibilities for Education, Health and Care Plans (EHCP), SEND coordinators (SENDCos) and the SEND information report.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This document guides all our practice and policies on how we meet the needs of children with SEND.

Our SEND Information Report

If you are a parent, or child, you may find our SEND Information report useful; it explains this policy and our practice. It is available on the SEND section of our website.

Our staff aim to support all children, including those with SEND:

- To achieve their full potential through appropriate but challenging targets
- To increase self-esteem, confidence and resilience
- To gain independence and feel secure
- To have high expectations of themselves

Definitions:

SEND

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age,

or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Inclusion

We aim to include all children in every aspect of school, both academically and physically, whilst being aware of their differences and the difficulties they may have.

We make reasonable adaptations to our provision to meet the needs of our pupils, and staff may adapt and individualise parts of the curriculum to make it accessible to all.

Roles and responsibilities

Assistant Head of Inclusion & SENDCo:

The SENDCo at Jeavons Wood is Abby Constable

Email: office@jeavonswood.org

They will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching. This is done through regular SEND surgeries/drop-ins, staff meetings and training.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support Services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a Disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Making reasonable adaptations to the learning environment, including producing appropriate resources, to suit the learning needs of all pupils in their class.
- Attending training designed to support pupils with SEND
- Ensuring they follow this SEND policy.

The four types of SEND that our school provides support for include:

Communication and interaction

Children with speech, language and communication needs (SLCN) may have difficulties communicating with others, either because they cannot form the sounds or words they need to or because they do not understand what has been said to them. A child may struggle to understand the rules of social communication.

The Autistic Spectrum comes within this area of need as children with ASD are likely to have difficulties with social interaction. They may experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Some children learn at a slower pace than their peers, even with appropriate differentiation, so support for their learning difficulties may be required. Learning difficulties cover a wide range of needs including moderate, severe or profound learning difficulties.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes a range of conditions including:

- dyslexia
- dyspraxia
- dyscalculia
- processing difficulties

Social, emotional and mental health difficulties (SEMH)

Children may experience a range of social and emotional difficulties which can manifest in many ways. These may include:

- being withdrawn or isolated
- showing challenging, unsafe or disruptive behaviours

Such behaviours may reflect mental health difficulties including anxiety, depression, self harming, eating disorders or physical symptoms which are medically unexplained.

Other children may have medical disorders such as attention deficit hyperactivity disorder (ADHD), Pathological Demand Avoidance (PDA), or Attachment Disorder (AD)

Sensory and/or physical needs

Some children have a disability. These include:

- Hearing impairment (HI)
- Visual impairment (VI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)
- Processing difficulties
- Epilepsy

All of the above may require specialist support and equipment to help them access learning.

Identifying pupils with SEND and assessing their needs:

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In order to ensure the child is receiving the right level of support, it is vital that we follow the Assess, Plan, Do, Review cycle. There is a separate document to explain this (please see Appendix 1)

What is a Disability?

Many children and young people who have SEND may have a disability.

This 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'. ('Long-term' is defined as 'a year or more').

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy, and cancer.

Children with such conditions do not necessarily have SEND. Where a disabled child requires special educational provision, they will also be covered by the SEND definition.

SEND Register

When a pupil requires additional or differentiated resources, curriculum and/or intervention, (beyond the usual amount of differentiation a class teacher provides for all their pupils), then they are usually considered to have a special need.

Children with Special Needs and Disabilities are included on our SEND list. This is a working and fluid document that changes regularly depending on the needs of the children.

It is updated once a term, usually following Pupil Progress meetings, and then distributed to all staff. (Though pupils can be added at any time during a term).

All children on this list are under the umbrella of 'SEND Support' – depending on their level of need, this may mean that they receive internal support from the school and/or external support from other services such as Specialist Teachers and Speech Therapists. This support is highlighted on the list.

How Learning is assessed and reviewed

All children are included in our assessments and tracking throughout the year. The children's progress is monitored through Pupil Progress meetings every term.

- The school uses the tracking system, Insight. This is reviewed termly through Key Stage Pupil Progress Meetings. The SENDCo will also use it to track individuals with SEND.
- It may be that some children are not attaining at the same rate as the other children, so further tracking systems are put in place. In this case, we use the Early Years PDJ to track younger children & our own school systems to track individual's baselines using recommended assessments such as Sandwell for Maths & Diagnostic spelling.
- We may also use the Autism Education Trust Tracking system for pupils on the Autistic Spectrum. This tracks areas of learning outside of the curriculum, such as social communication and interaction.
- Provision Maps: These map out the support in class and additional interventions outside of the classroom. They are reviewed and updated termly following Pupil Progress meetings.
- Learning Plans (previously IEPs): These are all kept and written on EduKey – an online system for Learning plans. These outline the targets for a term or half term and how these targets can be supported at home and how they are supported at school. These are shared at Parents' Evenings.
- Children with an EHCP (Education, Health and Care Plan) will have all of the above as well as an Annual Review where all of the professionals involved in supporting the pupil, are invited to discuss and review their progress.

We have some assessments in school. We may use these to check if a pupil has a specific need, for example we have Dyslexia and Dyscalculia screeners. These may be used to see if a pupil has signs of these specific needs (they are NOT a diagnosis however).

We have a number of assessments that can pinpoint a child's 'age' in spelling, number and reading. From these we can see if their reading age, for example, is well below their chronological age that they will need support targeted at this.

We use these assessments as baselines and exit points to measure how much progress a pupil has made over a given period of time or from a given intervention.

Support

There are three 'levels' of support for children with SEND.

Universal: Firstly, it is important that ALL children receive high quality teaching. Children at Jeavons Wood take part in carefully planned and differentiated guided groups with their teacher and a TA on a regular basis.

This means teaching can be tailored to individual needs. Within this, teachers may address a learning need with specific resources such as visual prompts, Numicon (a maths resource) or a dedicated learning space.

Targeted: If we feel that a pupil needs more beyond the high-quality teaching, then we will implement interventions and additional resources. Examples of interventions we might use are 1stClass@Number, Stile programme or Pre-Teaching and Catch-Up groups that are directly targeted at individual needs.

Specialist: It may be that a pupil under SEN Support needs more focussed one-to-one time to support them with specific targets or areas of need. This will usually take place with a TA, around three times a week for 10-15 minutes; for example, to do some 1-1 reading, Expanded Rehearsal Technique or a social interaction group.

It is important to note here, that interventions are intended to enhance children's learning and increase their progress; bearing this in mind, it is important to us that children do not miss out on high quality teaching in maths and English, so children are not usually taken out of class during these times.

Another important point about our interventions is that they are not simply for educational difficulties. We know that there are social and emotional special needs and we aim to tailor learning to address the overall well-being of the children. Sometimes our interventions are aimed at those with social and emotional needs so that we can better support their learning; examples of these are 'Think Good, Feel Good' and 'Focus'. These interventions are often run by our Family and Inclusion Worker, Lisa Hubbard.

Education and Health Care Plans

Some children need an extra level of support when they are not making an adequate level of progress despite a high level of support. These children may be entitled to an Education and Health Care Plan (EHCP). This provides a budget for a specific child to be spent on support for him/her. These can be in place until the child turns 25 years old.

We have to apply, and submit evidence, to the Local Authority Statutory Assessment Team (START) for an EHCP and the child must have proven support from school and outside agencies in place. START then make a decision about whether the child's needs can be met from the resources normally available to school or if s/he needs further budget and support. Please see the information on the SEND page of our website for further information.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

SEND provision will:

- Close the attainment gap between the child and their peers
- Prevent the attainment gap from growing wider
- Match or better the child's previous rate of progress
- Ensure full access to the curriculum
- Demonstrate an improvement in self-help or social or personal skills
- Demonstrate an improvement in the child's behaviour

Consulting and involving pupils and parents

We have early discussions with pupils (as appropriate) and their parents/carers when identifying whether there is a need for special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns – an Early Help Assessment may be completed at this stage to access external advice/support
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and provided to their parents on request.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Pupils identified as having SEND will then be placed on our school's SEND register. Children on the SEND register will be considered to need SEND Support or have an EHCP.

Staff training

Our SENDCo, Mrs Constable, has many years' experience as a teacher, Senior Leader and SENDCo across three primary schools. She is allocated time each week to manage SEND provision. The SENDCo attends CAM Trust, Local Authority, National SEND meetings and updates as well as taking part in focus groups around the services provided locally.

We currently have a large team of teaching assistants who work with children across school. Outside agencies work alongside teaching assistants to support children e.g. speech and language therapy, routines and boundaries or physiotherapy. Training needs of staff are identified according to the needs of the current pupils. Training sessions are also often made to the whole staff team.

Training is arranged depending on current needs. Teachers and TAs may attend courses aimed at improving knowledge of specific needs and improving support for the children with those needs.

In-house additional needs and Inclusion training can be provided through staff meetings. Staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the Leadership Team will ensure tailor-made training where this is appropriate.

The SENDCo keeps up to date with developments through local meetings and training.

Abby Constable holds the National SENDCo Award.

Outside Agencies

There are a number of Outside Agencies from we can request support for individual pupils. In order to request their support, we often have to prove what interventions are already in place. When we make an application for support these often go to a panel who will decide if the children meet certain thresholds they have in place.

We must always have parental support, involvement and consent for these referrals.

Outside Agencies include:

Educational Psychologist
Specialist Teaching Team
Education Welfare Service
School Nurse
Community Paediatrician
Speech Therapy
Physiotherapy
Occupational Therapy
Play Therapist
Child and Adolescent Mental Health (CAMH)

A number of special needs such as Autism and ADHD are medical diagnoses. This means that only a doctor can make the diagnosis. School staff may be experienced in recognising these needs, however we are not qualified to say for certain if a pupil has this.

A referral to the Community Paediatrician for a diagnosis can be made by the SENDCo, when appropriate.

Local Offer

Cambridgeshire County Council have a '**Local Offer**'. This is a 'front door' to information about education, health and social care and the provision that is available for children and young people with special educational needs and disabilities and their families.

What information is included in the Local Offer?

Through the web pages in the SEND section and across all the Children and Families web pages you can find:

- How educational settings support children with SEND
- Information about childcare and funding
- Information about health services
- Information about specialist services that support children and young people with SEND
- Information about Education, Health and Care assessments and plans
- Information about school and college transport
- Information about how schools and colleges are funded to support children and young people with SEND
- Information about leisure activities
- Here is the link <https://send.cambridgeshire.gov.uk>

Accessibility

Our building is fully accessible for children and adults with disabilities. Please see our Accessibility Plan and Audit for further details (on the SEND section of our website).

Links with other schools/Transfer arrangements

Foundation Stage staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEN issue the SENDCO will contact to further discuss the child's needs.

For children transferring from Jeavons Wood the SENDCo will discuss these children with other schools on request.

For children moving onto secondary school, we pass on information to their SENDCo and ensure children with SEND have a smooth transition, for example through extra transitions visits.

Admission arrangements

Children with additional educational needs are considered for admission to the school on the same basis as children without additional educational needs.

Prior to starting school, parents/carers of children with an EHCP pending will be invited to discuss the provision that can be made to meet their child's identified needs.

Working with disabled parents/carers

We recognise that there will be a number of disabled parents/carers of children within the school and we strive to ensure they are fully included in parents/carers activities. Please see our Accessibility Plan for more details.

Complaints

If a parent wishes to complain about the provision or the policy they should, in the first instance, raise it informally with the SENDCo, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available on the school website and from the school office.

What other policies support the SEND policy?

Other policies that may be useful are:

- Health and Safety policy
- Equal Opportunities
- Safeguarding and Child Protection policy
- Positive behaviour Policy
- Behaviour Management
- Teaching for Learning Policy
- Physical Intervention Policy Accessibility Plan

Appendix 1

Assess, Plan, Do, Review Cycle

A Graduated Response to SEND

What are the procedures for getting support for a pupil who has, or may have, a SEND?

All children must have access to High Quality Teaching.

As part of the SEND Code of Practice, we must regularly assess the children with SEND following the **Assess, Plan, Do, Review** cycle.

Identify	<ol style="list-style-type: none"> 1. Share the concern with parents and share that you will be passing concern onto the SENDCo. 2. Raising a Concern form to be passed to SENDCo (please include levels/baselines)
Assess	<ol style="list-style-type: none"> 3. SENDCo will complete a Raising a Concern Follow Up. This could involve: <ul style="list-style-type: none"> • An observation • A meeting with staff involved with pupil 4. Baselines may be assessed e.g. <ul style="list-style-type: none"> • Reading, spelling, vocabulary and/or number age • Descriptors e.g. Speech and Language, Social Communication (with parental permission) 5. Use of diagnostic tools e.g. Dyslexia Screener
Plan	<ol style="list-style-type: none"> 6. The SENDCo and class teacher will write an action plan, and possibly a Learning Plan for that pupil. Set a time limit in order to measure progress. 7. Share the action plan and/or Learning Plan with parents and get consent for any referrals/starting an EHA. 8. The pupil will be added to the SEND Register

Do	<p>Action the Action Plan/Learning Plan:</p> <ul style="list-style-type: none">• Ensure pupil receives appropriate interventions• Employ any appropriate additional resources• Use appropriate differentiated planning or strategies
Review	<p>When time limit is reached, review progress compared to the baselines. This could be:</p> <ul style="list-style-type: none">• A discussion between teacher and SENDCo.• An observation by the SENDCo.• Checking the pupil's work/learning/levels.• Repeating assessments and comparing against the baselines. <p>If no progress has been made from actions, then another round of Assess, Plan, Do, Review must be carried out with different interventions and strategies.</p> <p>If, at the second review stage, no progress has been made or is extremely limited then a referral to the Specialist Teaching Team can be done. The ideal outcome is that the pupil will move off the SEND Register and be achieving and attaining at the same rate as their peers. If children are making adequate - good progress, we will keep them on the SEND Register and give them regular Learning Plans.</p>