Jordans School

Special Educational Needs and Disability Policy

Reviewed: November 2026
Update Required: November 2027

Introduction

We are committed to the implementation of special educational needs and disability (SEND) support across the curriculum. We are an inclusive school, seeking to support the needs of all children, within our limited resources as a small school. Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015, updated 2024) and gives due regard to the Children and Families Act 2014, The Equality Act 2010, Statutory Guidance on supporting pupils at school with medical conditions April 2014, GDPR and the Teachers' Standards 2012. It is in keeping with the school's aims and should be read in conjunction with Jordans School's SEND Information Report, The National Curriculum and the following policies:

- The Accessibility Policy
- Behaviour Policy
- Curriculum Principles
- Admissions Policy
- Policy for Supporting Pupils with Medical Needs
- Equality Policy
- Child Protection Policy
- PSHE Policies
- Anti-bullying Policy
- Data Protection Policy

Persons Responsible

Every teacher is responsible for and accountable for every pupil and the outcomes they achieve, including those with SEND. Jordans School is committed to providing a high quality, challenging and appropriate education for all pupils and believes that every pupil is entitled to reach the highest level of personal achievement. We believe that educational inclusion embraces neurodiversity and equal opportunities for all learners, regardless of their age, gender, ethnicity, religion, impairment, attainment or background. All children, including those with a special educational need or disability, have access to an inclusive, broad and balanced academic and social curriculum, as well as an entitlement to be fully involved in all that the school offers. We are committed to removing barriers to learning and maximising inclusion commensurate with meeting individual needs, delivering the highest quality of education and providing an efficient use of resources for all children.

The school values the positive relationship it has with parents and works in partnership to ensure the requirements of children with additional needs are met effectively. The school models inclusion and equal opportunities through its equalities policy and its links with the community and other agencies. Jordans School's named SENDCo and person responsible for Looked After Children is Mrs Swain, the Headteacher.

For the purpose of this policy, the term 'parents' includes the pupil's legal guardian or Local Authority foster parents in the case of Looked After Children.

Aims and Objectives

The Governors and staff at Jordans School recognise that all children have a right to a broad and balanced accessible curriculum. Staff aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident and independent individuals. High quality classroom teaching is the primary intervention and inclusion is demonstrated through strategic and responsive planning.

We aim to:

- ensure that our curriculum is responsive to all children and their individual needs
- ensure equality of opportunity and to eliminate prejudice and discrimination
- identify children with a special educational need or disability at the earliest opportunity to ensure their needs are met
- promote positive attitudes and confidence, ensuring all children experience success
- appreciate and celebrate diversity
- effectively assess, track and review the progress of pupils to identify needs as they arise
- ensure that reasonable adjustments are made to the curriculum delivery, equipment and premises, thus making them more accessible to pupils with special educational needs or disabilities
- promote an effective partnership with parents by involving them at every stage of their child's education, including the process of identifying their child's needs and the monitoring of progress
- ensure that the pupil voice is key in a graduated response to planning and reviewing provision
- operate a 'whole pupil, whole school' approach to the management and provision of support for SEND
- ensure that resources available to the school are allocated and used efficiently, effectively and equitably (including teaching and support staff)
- work closely with external support agencies to support the needs of individual children
- support teachers' and learning support assistants' in continuing their professional development in SEN, disability and inclusion.

Definition of SEN

High quality teaching that is considered and personalised will meet the individual needs of the majority of children. This is Universal Provision (UP). Buckinghamshire Council has an outline of UP that all schools can deliver. This, together with the Ofsted Framework, November 2025, sets out high expectations for inclusion that will meet the needs for most children in the classroom. Some children need educational provision that is additional and different to this.

Children have special educational needs if they have a learning barrier or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have:

'*...significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally available for others of the same age in a mainstream setting in England..... Health care provision or social care provision which educates or trains a child or young person is to be treated as a special educational provision.*' SEN Code of Practice 2015.

A pupil has a disability if he or she has: *'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.*' Equalities Act 2010.

A pupil with a disability will also be considered to have a special educational need if the disability prevents or hinders them from otherwise making use of educational facilities. Pupils with a disability do not necessarily have a special educational need.

It is important to consider what is NOT SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- attendance and punctuality
- health and welfare
- English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child
- being a child of Serviceman/woman

Identification, Assessment and Provision

The SEND Code of Practice (2015) puts class teachers at the heart of pupil progress and identification of need through a diagnostic graduated approach. All teachers are teachers of pupils with SEND.

The Reception Teacher and SENDCo liaises with feeder nurseries prior to a child's start at Jordans School to ensure a child's needs are known prior to entry to school. All parents are requested to complete a comprehensive questionnaire before their child is admitted to the school, which informs the SENDCo of any medical or SEND needs. Discussions also take place with the parents of a child with SEND. Pupils with SEND are invited to attend additional induction sessions if necessary.

All pupils are assessed on entry by the class teacher and at regular intervals throughout the academic year. Where progress is slow, the first response is high quality, targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND. All those working with a pupil, whose attainment or access to learning is causing concern, will make reasonable adjustments and adapt teaching to meet need. Booster sessions may be created to provide

additional small group learning to close the gap between the child's attainment and their peers. The class teacher records and monitors the interventions. Advice and support from the SENDCo may be sought at this stage.

Teaching and pupil progress is monitored on a termly basis by the SENDCo/Headteacher. If a pupil's progress is below expectations and it is demonstrated that quality first teaching methods, including appropriate scaffolding is not enough to ensure progress, a child can access an intervention programme that is monitored by the SENDCo and class teacher, in partnership. Such intervention programmes should be delivered on a short-term basis and aim to 'close the gap' between a child and their peers. At Jordans School, we aim for this to be integrated within the class learning as much as possible.

Additional assessment and advice may be carried out by the SENDCo, which could include requesting specialist advice by an external professional. Parental permission is required and decisions taken are made with parents being fully informed and involved. When considering whether special educational provision is required, a desired outcome will be determined. This will include the expected progress and attainment of a pupil, alongside the views and wishes of both pupil and parent.

<u>Criteria for identifying SEN may include:</u>

- a pupil's early history and/or parental concern
- a low entry profile
- a pupil's lack of progress measured against their target despite receiving quality first teaching and a supported curriculum
- if a pupil requires greater attention in class due to behavioural/learning difficulties
- a pupil who requires specialist material/equipment or support for a sensory/physical disability/impairment
- diagnosis by a medical professional
- assessment reports provided by external agencies e.g. Paediatrician, Physiotherapist.

If the SENDCo/Headteacher, along with external agencies when appropriate, and parents agree that a child has a special educational need, the pupil's name will be added to the school's SEN Register.

Following the identification and assessment process, the SENDCo will arrange an information gathering meeting with the class teacher, parents and pupil to consider a range of teaching approaches and interventions to reduce barriers to learning and to support pupil progress. This will form the start of the SEN Support Plan for the pupil. As part of this plan long term (end of key stage) and short term (termly) outcomes will be identified and recorded. Outside professionals will be part of the outcome forming process. The provision the child will receive is also agreed.

Regular monitoring and recording of progress against short and long term outcomes, using the graduated approach, is the responsibility of the class teacher. A consultation meeting between the pupil, parent and class teacher will be convened at least three times during the academic year to review the SEN Support Plan. The SENDCo also attends the meeting. Outcomes of the review will be recorded by the class teacher on the relevant pages of the Support Plan and a new plan is formulated with next step targets and provision planned out.

The SEN Code of Practice (2015) puts class teachers at the heart of pupil progress and identification of need through a graduated approach:



The level of provision is agreed between the pupil, parents, class teacher and the SENDCo and may include support from specialist external agencies. Parents are requested to sign the SEN Support Plan to acknowledge they are in agreement with the content and the parents are provided with a hard copy. If the parents are living apart, a copy is given to each parent. It is the SENDCo's responsibility to ensure the level and cost of the provision agreed is an efficient use of resources.

In line with chapter 6, paragraph 6.28, of the SEN Code of Practice, the SENDCo identifies the pupil's needs using four broad categories. However, pupils may have needs that span two or more of these:

Area of Need	Difficulty
Communication and Interaction	Speech, language and communication difficulties or disorders Autistic Spectrum Disorder (ASD), including Aspergers Syndrome
Cognition and Learning	Significant learning difficulties in relation to pupils of the same age Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Specific Learning Difficulties (SpLD) e.g. dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health	Behaviour reflecting underlying mental health difficulties e.g. anxiety or depression Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder
Sensory and/or Physical	Hearing or visual impairment Physical disability Multi-sensory impairment

Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnosis. Parents are advised to contact their GP for a referral to a specialist professional.

If a pupil fails to make expected progress, despite high quality targeted SEN Support equating to 13 ½ hours, the SENDCo may request Higher Needs Block Funding to finance additional support in the short term. Alternatively, the school or parents may consider requesting a statutory assessment by the Local Authority for an Education, Health and Care Plan. The appropriate forms will be completed by the SENDCo and parents and submitted to the SEN team at Buckinghamshire Council.

The progress and provision for all pupils with a SEN Plan or EHC Plan will be closely monitored, reviewed and co-ordinated by the SENDCo. Annual reviews or interim reviews for pupils with an EHC Plan will be managed by the SENDCo using a person-centred approach at least every 12 months.

The school endeavours to make sure there is a positive portrayal of disabled people through displays and resources in school. It is understood that children with SEN or disability are at an increased risk of being bullied. Any incidents of bullying or derogatory name-calling relating to a child's SEN or disability are treated seriously under the school's Anti-Bullying Policy. Circle Time, assemblies and the PSHE curriculum are used to raise awareness of issues relating to disability equality in school and in the wider community.

Jordans School has a caring, nurturing ethos where the emotional and social development of all pupils is held in high regard. Support is provided through various avenues such as PSHE lessons, circle times, being encouraged to share feelings with classroom staff, social skills groups and nurture groups. In a small number of cases pupils are referred to the Child and Adolescent Mental Health Service (CAMHS) for specialist advice and support.

All teachers and teaching assistants modify teaching and learning appropriately and make reasonable adjustments for pupils with disabilities. In their planning, teachers ensure that they give the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that work for disabled children:

- takes account of their pace of learning and the equipment required
- takes account of the effort and concentration needed during lesson time
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment
- includes approaches for sensory impaired children to access the learning effectively
- uses assessment techniques that reflect their individual needs and abilities.

The school is committed to providing an environment that allows children full access to all areas of learning. Information on access is included in the Jordans School Accessibility Policy. All children with a special educational need or disability are encouraged to take part in extra-curricular activities or clubs and have equal opportunity to go on school visits.

See appendix i –Sensory and/or Physical Difficulties Policy

Supporting Pupils with Medical Conditions

Where pupils with SEND also have medical needs, their provision is planned and co-ordinated through the pupil's SEN Support Plan, Education, Health and Care Plan (EHC), or Individual Healthcare Plan. Some pupils with medical conditions may be disabled and where this is the case, the school complies with its duties under the Equality Act (2010). Jordans School gives regard to the statutory guidance 'Supporting Pupils at School with Medical Conditions' (DfE, 2014). Further information is available in Jordans School's Supporting Pupils at School with Medical Conditions Policy.

The named persons for supporting pupils with medical conditions is: Mrs Delnevo & Mrs Swain

Roles and Responsibilities
Provision for pupils with SEN is a matter for the school as a whole.

Governors
The Governors, together with the Headteacher, have a legal responsibility to oversee all aspects of the school, including provision for children with special educational needs or disability and for doing their best to ensure that the necessary provision is made for those pupils.

The Governors value the importance of the school's SEN policy and receive regular information on inclusion by way of meetings with the SEN Governor, Governor learning walks with the SENDCo, discussion at Teaching and Learning Committee meetings and through Headteacher reports to the Full Governing Body each term. The Governors, Headteacher/SENDCo and school bursar all monitor inclusion in terms of provision and finance.

The Governing Body plays an important role and has responsibility for:

- ensuring policies and practice adhere to legislation including the SEN Code of Practice 0-25 (2015,2024) and the Children and Families Act (2014) .
- taking active steps to avoid discrimination or prejudice against pupils in their admissions arrangements and in relation to exclusions.
- ensuring that Jordans School is a fully inclusive school, offering equality of opportunity to all children.
- ensuring that the necessary provision is made for children with a special educational need or disability.
- ensuring that all who are likely to teach a child are informed if the Local Authority advises the Governing Body that a child with additional needs is to be admitted to the school.
- ensuring that members are knowledgeable of the school's SEN provision; including funding, equipment and how personnel resources are employed.

At Jordans School the Headteacher is also the SENDCo and Designated Safeguarding Lead.

The Headteacher role has overall responsibility for:

- ensuring that the needs of all pupils are met
- setting objectives and priorities in the school development plan, which includes SEN
- monitoring the SEN budget within the school's overall financial resources

- keeping the Governing Body fully informed of SEN issues.

SENDCo

The SENDCo role has responsibility for:

- overseeing the day-to-day operation of the SEN Policy
- coordinating provision for children with SEND
- developing and disseminating good practice
- supporting the involvement of parents from an early stage and ensuring they are notified of any decisions and progress regarding their child in conjunction with the class teacher
- maintaining SEN Support Plans and ensuring parents and professionals all contribute to their creation and are provided with a copy
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- maintaining records on pupils with SEND, which may include documents of a confidential nature
- maintaining the school's SEN and disability registers
- advising on the deployment of the school's delegated budget to meet pupils' needs and maintaining a record of expenditure against the school's notional budgets
- liaising with feeder and transfer schools, educational psychologists, health and care professionals, and other professionals as appropriate
- writing professional reports when required, including application for High Needs Block Funding, Statutory Assessment or a request for specialist placement
- coordinating and managing Annual Reviews
- supporting the professional development of all staff in SEN and where necessary leading staff meetings and INSET training as part of the staff's development and the school's ability to meet the current need
- overseeing the deployment of Teaching Assistants
- tracking and monitoring the progress of pupils of SEN
- keeping abreast of current research and trends with regard to SEN through CPD and network/liaison groups
- writing and reviewing the SEND Annual Report and Local Offer, on the school website
- liaising with the SEND Governor.

The Class Teacher

All teachers are teachers of pupils with SEND. The needs of the majority of pupils will be met by the class teacher.

Under the SEN Code of Practice 2015: 0-25, teachers are responsible for:

- the early identification of pupils who are failing to make adequate progress

- setting high aspirations and expectations for pupils with SEND so that they achieve their best and become confident individuals living fulfilling lives
- working with pupils with SEND on a daily basis
- regular monitoring and reviewing of the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- high quality teaching, differentiated for individual pupils
- setting realistic learning/behavioural outcomes, which form part of the pupil's SEN Support Plan
- familiarising themselves with the children's strengths, development areas, special educational needs and disabilities through training, personal reading, information contained in the provision file and seeking advice from the outside agencies, the SENDCo and parents
- retaining responsibility for pupils when they are working away from the main class and work closely with TAs or specialist staff to plan and assess the impact of support/interventions and how they can be linked to classroom teaching
- keeping a record of interventions and strategies used for all pupils failing to make adequate progress
- gathering information and working in partnership with parents by keeping them informed at every stage
- reviewing SEN Support Plans with parents and the pupil on a termly basis and keeping a record of the outcome
- allocating the class TA time effectively and ensuring the efficient delivery of SEN provisions
- working closely with the SENDCo to identify provisions and strategies to be included in SEN Support or EHC Plans
- sharing appropriate information or professional reports with members of staff who work with pupils in their class
- assisting the SENDCo in writing SEND reports
- contributing to Annual Reviews of EHC Plans
- seeking advice from the SENDCo regarding pupils causing concern when necessary
- liaising with, and passing on, information regarding pupils with SEND to the SENDCo at the next schools after Jordans.

<u>Teaching Assistants</u>
Teaching Assistants work under the direction of class teachers and the SENDCo, they play a major role in the support of individual or groups of pupils with additional needs. Appropriate instruction, liaison and training via meeting time, shared advice and CPD sessions enable the teaching assistants to confidently carry out their role.

Admission Arrangements

Jordans School is fully inclusive. Admission arrangements for children with SEN are in accordance with the Local Authority admissions code of practice. Places are allocated by the Local Authority and pupils with a SEN or disability are not treated less favourably. Where a child has previously

been identified as having SEN or already has an EHC Plan, close links and liaison will be made with feeder/transfer schools and parents.

Specialisms and Special Facilities

At Jordans School:

- all teaching staff are able to teach pupils with SEN
- staff training is made available where necessary and appropriate, particularly training and support to meet the specific needs of an individual pupil
- differentiated resources and planning are used to ensure access to the curriculum
- pupil support aims to encourage as much independence as possible, within a safe and caring environment
- access to outside agencies and specialist support is available if required
- children with physical disabilities have full access to the school and if required further reasonable adjustments will be made.

Training and Resources

SEN is funded at Jordans School by a notional SEN budget calculated from the Whole School Budget Share. The Headteacher/SENDCo, the school bursar and the Governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include ancillary help, teacher and TA time and materials. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting EHC Plan. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

Staff at Jordans School are committed to gaining further expertise in the area of SEN and disability. All staff partake in staff meetings and discussions in which neurodiversity and the latest SEN research is shared. Appropriate CPD training/ reading material is provided in order to maintain the quality of teaching and provision.

Links with Other Agencies, Organisations and Support Services

When appropriate, the SENDCo will liaise with external agencies via school advice clinics. Where more specific advice is required, a full referral will be made, with parental permission, and the services will decide whether the child's needs meet the threshold for external support.

The SENDCo may draw upon the following services:

- NHS Occupational Therapy (OT)
- NHS Speech & Language Therapy (SALT)
- Educational Psychologists (EP)
- Pupil Referral Unit (PRU)
- Child and Adolescent Mental Health Service (CAMHS)
- The Specialist Teaching Service (STS)

- Social Services
- The School Nurse
- Physiotherapy Service
- The Traveller Support Team
- The Safeguarding Team

Partnership with Parents

The staff at Jordans School work closely with all parents, they are kept informed of their child's progress and if any concerns are observed, these are shared with the parents immediately.

Parents of children with SEN play a key role in the provision their child receives. They contribute to the SEN Support and EHC Plans by sharing information about their child and home so that all staff can understand the child's strengths and challenges. In addition to termly review meetings, staff are always available for more informal meetings and/or daily or weekly 'catch-ups'.

The Voice of the Child

All pupils should be involved in making decisions, where possible, from the start of their education. They are encouraged to express their opinions, according to their age. They understand that their views matter as part of the process of meeting the needs of their SEN.

Jordans School encourages pupils to participate in their support by:

- contributing to EHC reviews and targets (formally or informally)
- being helped to complete their 'pupil voice' sections of the EHC Plans
- talking to Teaching Assistants and Class Teachers

Links with Other Schools and Transfer Arrangements

Transfer and links with other schools:

- SEND records are transferred securely following Local Authority and GDPR procedures
- there are opportunities for all pupils to visit their prospective school
- where possible, pupils with SEN are given additional visits to their new school and can meet the relevant staff.
- staff from local schools are available for consultation before the time of transfer. Jordans School has close ties with our local primary and junior schools.
- SEN staff from the next school are invited to contribute to the Review of pupils with EHC Plans.

Transfer within school:

- teachers liaise closely when pupils transfer to another class
- SEN support is a regular agenda item for staff meetings ensuring that all staff in the school can contribute to each child's needs across the school day as they move around the school.

Evaluating Success

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo/Head teacher
- analysis of pupil tracking data for individual pupils, cohort groups and children on the SEN register
- monitoring of procedures and practice by the SEN Governor
- the school's self-evaluation (within the Headteacher reports to governors)
- the school development plan
- pupil and parent feedback and discussions.

Progress is achieved if the school:

- supports high wellbeing and involvement
- closes/reduces the attainment gap between the child and their peers
- prevents an attainment gap growing wider
- ensures pupils achieve their stated short and long term outcomes
- ensures progress is being made according to individualised targets
- demonstrates an improvement in self-help, social or personal skills.

The SENDCo reviews the progress of children on the SEN register on a termly basis. They also review the progress of children participating in an intervention programme. Recommendations are made regarding the interventions, provision and changes to the pupil's SEN status. This information is shared with all staff and the SEN Governor.

Arrangements for Complaints

If a parent is concerned about the additional provision their child is receiving, they should request a meeting with the class teacher in the first instance. The Headteacher/ SENDCo may also choose to attend. Parents may request an appointment with the Headteacher/SENDCo directly if necessary.

If the concern remains unresolved and parents wish to make a formal complaint, they are advised to follow the Jordans School Complaints Policy (available on the school's website).

Review

This policy and procedures will be reviewed annually. The governing body may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.