



"Achieving The Best For All"

Special Educational Needs and Disability (SEND) Policy

Name of Headteacher:	Tom Johnston
Name of SENCo	Claire Sambles
Date Policy approved and adopted:	December 2025
Date Due for review:	December 2026

1. Introduction

At Merdon Junior School, we believe that every child deserves an education that enables them to reach their full potential. We are committed to supporting pupils with Special Educational Needs and Disabilities (SEND) and ensuring they receive high-quality inclusive teaching and provision tailored to their needs.

We are an **inclusive school**, where **all teachers are teachers of SEND**. We believe that every child, regardless of ability or need, should be valued, respected, and included in all aspects of school life. Our ethos is one of equality and equity, ensuring that all pupils have access to a broad and balanced curriculum with appropriate support in place.

This policy sets out our approach to identifying, assessing, and supporting children with SEND, ensuring compliance with the **SEND Code of Practice (2015)**, the **Children and Families Act (2014)**, and the **Equality Act (2010)**. It applies to all staff, governors, and external professionals working with our school community.

Please read this policy in conjunction with our SEN Information Report, which provides further detail on our provision for pupils with SEND. This can be found on our website.

2. Aims and Objectives

We aim to:

- Identify and support pupils with SEND as early as possible through a robust assessment process.
- Provide high-quality, inclusive teaching and targeted interventions to meet individual needs.
- Ensure that pupils with SEND are fully included in all aspects of school life, fostering a sense of belonging and success.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Work in partnership with parents and carers, recognising their essential role in their child's education.
- Engage with external specialists and agencies to enhance SEND provision.
- Monitor, evaluate, and adapt SEND provision to maximise pupil progress and well-being.

3. Definition of SEND

A child has Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision **different from or additional to** that generally available to pupils of the same age (SEND Code of Practice, 2015).

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

SEND is categorised into four broad areas:

Area of need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4. Co-ordination of SEND provision: roles and responsibilities

4.1. The SENCo

The SENCo (Special Educational Needs Coordinator) is responsible for:

- Coordinating SEND provision across the school.
- Advising and supporting staff on the graduated approach to providing SEN support.
- Provide professional guidance and training to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.

- Liaising with external professionals.
- Working with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Overseeing the SEND register and EHCP processes.

The SENCo is Miss Claire Sambles

She also has the role of Deputy Head and previous experience as a SENCo. She holds the following qualifications: BA (Ed) English with Qualified Teacher Status and the National SENCo accreditation.

The SENCo can be contacted via the school office: admin@merdon.hants.sch.uk

4.2. The Headteacher

The Headteacher will:

- Work with the SENCo 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 SEND and/or a disability.

4.3. The SEND link governor

The SEND governor will:

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

4.4. Class Teachers

All teachers are teachers of SEND and are responsible for the progress of every pupil in their class, including those with SEND.

Class teachers will:

- Plan and deliver high quality inclusive lessons which are appropriately differentiated.
- Monitor progress and development of every pupil in their class.
- Work closely with staff in the school, including support staff, to plan and assess the impact of targeted support and interventions, and consider how they can be linked to classroom teaching.
- Work with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow this SEND policy.

- Feedback to parents and the SENCo.

5. Identifying pupils with SEND and assessing their needs

In line with the **SEND Code of Practice (2015)**, we adopt a graduated approach, ensuring that support is tailored to individual needs through the Assess, Plan, Do, Review cycle.

We believe that pupils' needs should be identified and met as early as possible. The SENCo works as part of the Senior Leadership Team using whole school tracking data, pupil progress reviews and staff concerns as an early identification indicator.

High quality inclusive teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Adaptions may include:

- Differentiated instruction and resources
- Additional small group work
- Sensory or movement breaks
- Visual aids, task planners, or assistive technology

Some vulnerable learners will have access to carefully adapted activities or approaches, directly related to the school curriculum, which make teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with Special Educational Needs. This is considered to be an adaptation of the usual school curriculum – not a special intervention for pupils with SEN.

The SENCo and other members of SLT will be consulted and possible areas of need and barriers to learning will be discussed, as will strategies to support the child to overcome these barriers. The SENCo may decide to observe the child in class.

Children will only be placed on the SEND register if they do not make adequate progress once they have had high quality inclusive teaching, personalised teaching, interventions and adaptations to the curriculum and only after this has been discussed with parents.

SEN Support

Pupils will be offered additional SEN support when it is clear that their needs require support which is "additional to" or "different from" the high quality, inclusive teaching offer for all pupils in the school i.e. they have a Special Educational Need as defined by the SEN Code of Practice 2015.

The graduated approach is followed, in line with the SEND Code of Practice 2015, to ensure that there is a clear and growing understanding of the child's needs and the impact of the support is evaluated regularly.

The graduated approach consists of:



Assess

The class teacher, in collaboration with the SENCo, gathers information on the child's strengths and difficulties through:

- Teacher assessment and knowledge of the pupil.
- Data on the pupil's progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services.
- Assessments (e.g., reading age tests, dyslexia screeners)
- External advice from professionals such as Educational Psychologists or Speech and Language Therapists if required.

Plan

In consultation with the parents/carers and the pupil, the teacher will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review with support as needed from the SENCo .

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on a personal planner and will be made accessible to staff.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The **class teacher** remains responsible for implementing the plan and retains overall responsibility for the pupil's progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, the teacher still retains responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

Regular review meetings will be held with the teachers, SLT and the SENCo to review the effectiveness of the support and the impact on the pupil's progress.

The support and interventions will be evaluated based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCo will revise the outcomes and support in light of the above.

Education, Health and Care Plans (EHCPs)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person; the child or young person has not made expected progress, the school or parents can consider requesting an Education, Health and Care needs assessment.

Prior to applying for an EHCP, careful consideration will be taken by the SENCo and other relevant school staff to ensure that the pupil meets the criteria for an EHC assessment with reference to the criteria documents from Hampshire, the SEND Code of Practice and in line with the views of the parents/carers.

As set out in the SEND Code of Practice, the SENCo will consider whether there is sufficient evidence of:

- Impact on academic attainment and rate of progress
- The nature, extent and context of the pupil's SEND
- Where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- The pupil's physical, emotional and social development and health needs with reference to relevant evidence from external professionals where appropriate.

Parents may wish to gain further advice and guidance from the following:

SENDIASS – 08081645504 or information@hampshiresendiass.co.uk

6. Criteria for Exiting the SEND Register

The SEND Register is not a fixed document. Merdon Junior School is continuously striving to support children in overcoming their barriers to learning so that they can narrow the gap with their peers.

A pupil may exit the SEND register if:

- Sustained progress is made, and they no longer require additional or different provision from their peers.
- Their needs can be met through high quality inclusive teaching without additional support.
- Assessments and feedback from teachers, parents, and external professionals indicate that SEN support is no longer necessary.
- The pupil has developed sufficient independence and coping strategies to access learning effectively.
- A review meeting confirms that the pupil's progress is consistent and sustained over time.

If the above is evident, the class teacher will discuss the possibility of removing the child from the SEND register with the SENCo. If the SENCo is in agreement with the decision, the teacher will discuss and celebrate this with the parent/carer with a clear explanation given of why the child no longer meets the criteria for SEN support.

If a child is removed from the SEND register they will continue to receive high quality inclusive teaching that is differentiated and personalised within the classroom setting. Their progress will continue to be closely monitored closely and additional support reinstated through the graduated approach if necessary.

7. Accessibility to exams

SEND children may be eligible for Special consideration for their KS2 SATs. The class teacher will meet with members of the Senior Leadership Team (SLT) and/or the SENCo to see if the child meets the criteria set out by the test providers. The outcome of the process will be shared with parents.

8. Transition

To ensure smooth transitions for pupils with SEN at all stages of their time at Merdon Junior, the SENCo, SLT and class teachers will work collaboratively to ensure there is a good transition and continued additional support as needed.

8.1. Transitions between Year groups

Relevant information on all pupils will be passed to the next teacher at the end of the year.

Where necessary, additional support for children moving between year groups may include:

- Additional transition sessions to familiarise themselves with new classrooms, routines, and staff.
- Emotional support from trusted adults.
- Additional visual supports and social stories if needed.

8.2. Transition from Infant School:

The SENCo and other relevant staff liaise with feeder infant schools to gather information about incoming pupils with SEND.

Where appropriate, and at the direction of the Infant School, additional transition meetings may be held between infant school staff, parents, and the SENCo at Merdon Junior School to discuss the pupil's needs and effective strategies.

Pupils with SEN may be offered additional transition visits to familiarise themselves with the junior school environment, routines, and staff.

Personalised transition booklets with key information may be provided for pupils to support a successful transition

8.3. Transition to Secondary School:

The SENCo and/or other relevant staff will liaise with secondary school staff including the SENCo/Inclusion lead to share pupil profiles, strategies, and progress reports.

Enhanced transition visits may be arranged for pupils who may need additional support. ELSA support and social stories etc. may be put in place if needed by the pupil.

Where a pupil transfers from Merdon and we hold relevant welfare concerns / information, including that regarding Special Educational Needs provision, this information will be shared with the pupil's new school within 14 days of them having been confirmed as being 'on roll' at the new school.

9. Monitoring and Evaluation of SEND

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parent/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENCo, subject leaders, class teachers and the SLT monitor classroom practice, analyse pupil tracking data and test results and identify value added data for pupils with SEND.

This policy will be reviewed by the SENCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing body.

10. Complaints about SEND provision

Where parents/carers have concerns about the SEND provision for their child, they should first raise their concerns informally with the class teacher and/or SENCo.

If the problem is not able to be resolved, they should then raise the matter with the Headteacher. They may then be referred to the school's complaints policy or referred to the LA depending on the nature of their complaint.

Parents/carers are informed about SENDIASS so that they can obtain support, advice and information if they wish.

11. The Local Authority Local Offer

Hampshire County Council's local offer is published here:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page;jsessionid=73CB47E534C257602BD054922A9F8866?familychannel=6>