



# Special Educational Needs and Disability (SEND) Policy

## Happiness at the Heart of Learning

In our welcoming and inclusive school, we aim for the highest standards in everything we do.

- **B**ravery (persevering when things are difficult, facing learning challenges)
- **R**espect (respect for ourselves and others; fair inclusion of everyone)
- **I**ntegrity (being honest and trustworthy)
- **D**etermination (challenging ourselves to improve)
- **G**enerosity (thoughtfulness, co-operation, and emotional growth)
- **E**xcellence (taking pride in everything we do)

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## 1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Whitehall Junior School is committed to providing an appropriate and high-quality education to all children attending our school. We believe that all children, including those identified as having Special Educational Needs and disabilities (SEND) have a common entitlement to a broad, balanced and accessible academic and social curriculum enabling them to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can achieve their potential and feel safe.

We aim to ensure teaching and learning is responsive and takes in to account the range of needs within our school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are aware of the varied needs of our pupils, for whom maturity and prior learning experiences are crucial factors in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which can affect their learning, and we recognise that these may be long or short term. Provision for children with SEND is a matter for the whole school and should include developing positive working partnerships with families.

## 2. Legislation and guidance

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to communication and interaction, cognition and learning, sensory and/or physical impairment and social, emotional and mental health needs.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCo) and the SEND information report

### **3. Definitions**

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.

Slower rates of progress and lower attainment do not necessarily mean that a child has a special educational need. There are a number of factors which impact on progress and attainment which should be explored when considering a child's needs. These may include:

- health and welfare;
- attendance and punctuality;
- English as an additional language;
- being in receipt of pupil premium grant.

When a child is displaying behavioural difficulties, this can be an indication of an underlying special educational need. These possible underlying factors should be explored at the earliest opportunity and should be done in conjunction with school professionals and families.

### **4. Roles and responsibilities**

#### **4.1 The SENDCo**

The SENDCO is Mrs Chalcraft.

The SENDCo will:

- Work with the Headteacher 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
- 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, including educational psychologists, speech & language therapists, and the local authority Inclusion team

- 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, Mrs Anneline Moloi, and the Whitehall Junior School Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up-to-date
- planning and leading annual review meetings;
- reporting to the Governing Board and liaising with the SEND link governor;
- oversee interventions for SEND.

## **4.2 The SEND Governor**

Whitehall Junior School's SEND Link Governor is: Mrs Jane Guest

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Board meetings
- Monitor the quality and effectiveness of SEND 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

## **4.3 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

## **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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
- Ensuring they follow this SEND policy

# **5. Identifying pupils with SEND and assessing their needs**

## **5.1 Identification**

Whitehall Junior School strives to ensure that children of all backgrounds, needs and abilities are supported and encouraged to meet their potential. The majority of children will learn and progress without the need for additional assistance but where a child appears to require more support than their peers we will aim to:

- identify possible special educational needs as early as possible;

- liaise with families to discuss concerns as they arise;
- support those children with identified special educational needs with a broad and balanced curriculum.

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 will 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.

### **5.3 Consulting and involving pupils and parents**

All children identified as having SEND needs are recorded on the school's SEND register. Parents will be made aware of their child being added to the register through communication with the SENDCo. Families of all children with an identified SEND will also be written to explaining the nature of the need/s. Each class teacher has a record of those children in their class who have SEND, along with the necessary records and assessment paperwork.

We will have an early discussion with the pupil and their parents when identifying whether they need 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
- 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 given to their parents.

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

Where a parent has made the request for their child not to be recorded as having SEND, they will be asked to attend a meeting with the SENDCo and Headteacher to discuss the reasons for this. This meeting will seek to allay concerns and worries being felt by the family. If a family continues to request for their child not to be recorded as having SEND need, they will be asked to sign a declaration stating their decision to do so.

All children recorded on the SEND register at Year 6 will be discussed in transition meetings with secondary schools. All children who leave the school part-way through will have their SEND records passed to any new setting; in some cases this handover of information is also

done verbally.

Where a child has previously been recorded as having SEND but has begun to make progress in line with their peers, following intervention and quality provision within the classroom, after consultation with the family, may be removed from the SEND register.

#### **5.4 Working with Families**

Strong links with families is a vital element in the success of all children. Parents will be consulted and kept informed of the action taken to help their child, and of the outcome of this action. Families know their children best and concerns raised by parents/carers will be treated respectfully. When a child is identified as having special educational needs, the views and opinions of the family are a big consideration. When staff and parents communicate effectively, all children have increased opportunities to succeed and for children with special educational needs, we value shared conversations about how children can be supported both at school and at home. All parents of children with SEND needs are encouraged to play an active and valued role in their children's education.

#### **5.3 Pupil Participation**

Children and young people with SEND often have a unique knowledge of their own needs. Their views about what sort of support they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all decision-making processes and contribute to the assessments of their needs, the review and transition processes.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

The SEND Code of Practice 2015 identifies the need for early intervention and full partnership with parents; this is to be done through a graduated approach of assess, plan, do, review. The expectation at Whitehall Junior School is that all children are expected to achieve age-related progress and class teachers are responsible for providing the children with a fully differentiated curriculum to achieve this.

When it is apparent that a child or young person is not making the expected progress, even with high levels of differentiation and appropriate monitoring and support, the class teacher will work with the SENDCo and parents. Together, they will discuss the need of the child, and put in place a plan to identify the barriers to learning and monitor their removal. If the child is identified as having a SEND need, the class teacher and SENDCo will provide interventions that are additional and different to those provided as part of the school's usual differentiated curriculum. The child's class teacher will remain responsible for monitoring the child's progress on a daily basis and for planning and delivering personalised access to the curriculum. This support may include:

- different or additional learning materials, resources or specialist equipment;
- group or individual support;
- additional time to complete tasks;
- personalised targets.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **6. Monitoring Arrangements**

### **6.1 Annual Review of an Education and Health Care Plan**

All EHC plans must be reviewed at least annually. All those involved with the child will be invited to attend, including, the parents, the pupil, the local authority (if a transition review) the school and other health and social care professionals. Those involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHC plan. The annual review should focus on what the child has achieved, as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim should be to discuss possible provision the child will require at the secondary stage. This is done with full involvement of the family who can seek support from Hillingdon SENDIASS when considering options <https://careandsupport.hillingdon.gov.uk/Services/130>. Parents can arrange to visit secondary schools and consider appropriate options. The local authority will liaise with parents regarding application to secondary school and the relevant time frames. Where possible, the SENDCo of the receiving school may be invited to attend the final review in primary school of pupils with EHC plans, to allow the receiving school to plan appropriately.

Where possible, the SENDCo will attend annual review meetings of Year 2 children attending Whitehall Infant School in readiness for them transferring over to Whitehall Junior School.

### **6.2 Policy Review**

This policy and information report will be reviewed by the SENDCo and Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board.

## **7. Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy. 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.



The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **8. Admission Arrangements**

Admission for children with an EHC plan must be done through the SEND team at the local authority. The local authority will then send out consultation paperwork to the school to ensure the school can access the resources and levels of support required by the child and any reasonable adjustments required to support the child's progress and wellbeing. Prior to starting school, parents/carers of children with an EHC Plan will be invited to discuss the provision required to meet the identified needs of the child.

Children with additional educational needs, without an EHC plan, are considered for admission to the school on exactly the same basis as for children without additional educational needs.

The SENDCo and/or Headteacher will contact any previous educational settings to discuss SEND concerns and interventions to date.

Parents of children new to the school or considering placement should contact Mrs. Huse (SENDCo) to discuss any prior concerns or SEND. Parents are encouraged and warmly invited to tour the school in advance of a place being agreed.

Parents of children with known SEND transferring to Year 3 are invited to meet with the SENDCo the term before transition.

## **9. Links with other policies and documents**

SEND Information Report

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions

## **10. Contact Details**

If you would like to discuss issues or concerns relating to SEND, please contact either your child's class teacher or our SENDCo.

SENDCo Name: Mrs. Anna Chalcraft

Telephone: 01895234071

Email: [senco@whitehalljunior.org](mailto:senco@whitehalljunior.org)