SEND and Inclusion Policy

2026-2027

Palfrey Junior School Policy for Special Educational Needs

Vision:

Palfrey Junior School is committed to providing an appropriate and high quality education to all the children who attend. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. Our school motto, " little acorns to mighty oaks" is our vision for all children including those with additional needs.

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 flourish and feel safe.

PJS is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with Special Educational Needs including Specific Learning Difficulties
- learners who have Sensory or physical impairment
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties/differences

emotional or social development, or may relate to factors in their environment, including the learning environment they experience in 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 believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At PJS we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

PJS sees the inclusion of children identified as having Special Educational Needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The development and monitoring of the school's work on Inclusion will be undertaken by Board of Governors.

The Inclusion Manager is Mrs Kerry Shaw, who also takes the lead role in relation to inclusion, and as a member of the Senior Leadership Team, reports when necessary to the group and the Governing Body on this area. To contact her please call 01922 721092.

Aims and Objectives

1. To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.

3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

4. To provide full access to the curriculum through carefully tailored planning by class teachers, Inclusion Leader, and support staff as appropriate. Where any disapplication, arising from a, **Health and Care Plan (EHC)** occurs, we aim to offer as full and rich a curriculum as appropriate to all those pupils.

5. To provide graduated, specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as requiring **SEND Support**.

6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.

8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

9. To attempt to involve parents/carers at every stage in plans to meet their child's additional needs, allowing them to share their wishes and feelings.

10. To attempt to involve the children themselves in planning and in any decision making that affects them.

Arrangements for co-ordinating SEND provision

1. The Inclusion Manager will monitor each class teacher and the class SEND Support register at least twice a year to discuss additional needs concerns and to review SEND profiles.

2. At other times, the Inclusion Leader will be alerted to newly arising concerns through discussion with the class teacher or parents and will raise a cause for concern- additional support will be given to the child. After a review in 6 weeks if support is still needed, proceed to SEND Support. The new year 3 children will be added to the list as a concern or if they have diagnosed disabilities such as hearing impairments as soon as possible. Support will be given and if adequate progress is not made parents will be consulted and the child added to the register

3. The Inclusion Leader will discuss issues arising from these forms with the class teacher or parents as soon as possible or when issues arise which require further liaison.

4. Children holding an EHCP will be formally reviewed annually. Where necessary, reviews will be held more frequently than twice a year for some children.

5. Targets arising from SEND meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.

6. The Inclusion Leader advises on planning for SEND groups, individual programs and intervention groups and supports year group teams with curriculum planning when appropriate.

7. The Inclusion Leader, together with the Headteachers, monitor the quality and effectiveness of provision for pupils with SEND through classroom observation.

8. SEND support is primarily delivered by class teachers and T.As through differentiation and interventions. Additional support is provided by the Inclusion Leader and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual delegated SEND budget. The support timetable is reviewed at least annually by the Inclusion Leader in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.

9. Support staff, class teachers, Inclusion Manager and outside agencies liaise and share developments in order to inform reviews and forward planning. Any pressing concerns requiring advice or action will be flagged up at the multi-agency Inclusion Planning Meetings, currently held termly.

Specialised Provision

There are Special Educational Needs and New to English groups, in the mornings at Palfrey Junior School. Where appropriate these groups cater for Literacy, Maths, and reading. Mentoring, Motor Skills and Speech and Language Therapy withdrawal sessions will also be run as appropriate.

We achieved the Dyslexia Friendly Award in Summer 2009.

We are a Visual Impairment Friendly School and the new refurbishment has reflected this.

We are an Enhanced Accessibility School.

We are also an Achievement for All partner school 2013 onwards.

We are a bronze Mulberry Bush School

We follow the Scarf curriculum.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each Stage on the Code of Practice. We also gather termly evidence as to provision in each year group.

All Children will be given the opportunity to try strategies that might aid their learning such as ear defenders, reading rulers, wobble cushions, fidgety feet, movement breaks and calming activities with the advice of the SENCO and direction of the teacher.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

- Baseline assessment results
- Progress measured against the objectives in the National Literacy and Numeracy Strategies
- National Curriculum or School Readiness descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools or identification through the school's tracking system
- Observations of behavioural, emotional and social development
- An existing Statement of SEND or EHCP
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Further identification criteria, support, and parent forums are to be found in Walsall Children's Services Local Offer.
Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion Leader and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **Additional SEND Support** provision

Further discussions between the Inclusion Leader, parents , Educational Psychologist, Advisory Teacher and Walsall Children's Services may lead to requests for a child to be recorded as either:

3. Statutory Assessment for an EHCP.
4. Change of Placement to a Special School

Decisions on granting statements, EHCs and changes in placement are dependent on the judgments of the Assessment Panel and health professionals.

Curriculum Provision

In order to make progress a child may only require adaptation and adjustments of the plans for the whole class. This may involve providing visual scaffolds, practical learning opportunities or giving the children chance to demonstrate their learning in different ways.
Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.

Monitoring of progress will be carried out by the class teacher and used to inform future planning.

Tracking will be undertaken by the Senior Leadership team.

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.

The school uses the definitions of **adequate progress** as suggested in the Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School based SEND Support** level may need to be made.

The first level of **School based SEND Support** provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioral or social development
- Additional support is required for Sensory or physical impairments

- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School based SEND Support**.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.

2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, children will have individual targets tracked on the Splats in their books and reviewed on the SEND profile.

Both groups of children will have provision for their common needs in a small group as well as some individualized support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher or HLTA and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, **in consultation with the Inclusion Leader**. A child receiving support at **School based SEND Support** will have a SEND profile.

This document forms an individual record for the child and contains information about the child's additional needs and action taken to meet them, such as interventions using any advice sought from outside agencies. The SEND profiles work alongside the targets that the children will choose and write in the SPLATs in their books. Pupils will review their progress every half term by writing their wishes and feelings on them. Parents are invited into school three times a year to add their wishes and feelings to those expressed by the children. The class teacher, in consultation with the Inclusion Leader where necessary, will take the lead in the review process. The Sen profiles show the cycles of assess plan do review, the quality first teaching strategies and the impact and nexts steps.

The child will **exit** the first level of SEND Support if:

- He/she shows **adequate progress** as a result of intervention
- There is evidence over a period of at least two full terms incorporating a minimum of 2 reviews that the child is not making adequate progress.

As part of the review process, the Inclusion Leader and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualized programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, after two terms, a decision may be made to enhance provision. Some children may move straight on to this level of support if their needs are such.

Provision at this level is likely to include the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. Evidence for this would include:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum or School Readiness levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning
- Has Sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

Exit criteria are the same as the first level of Additional SEND Support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of at least two terms' support at the enhanced level of SEND Support, and in agreement with the parents/carers/carers, the school may request the LA and Health care professionals to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs or and Education, Health and Care Plan.

The school is required to submit evidence to this multi-agency team who will makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

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

There will be an annual review, chaired by the Inclusion Leader, to examine the appropriateness of the provision as to whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

At review the School, Health professionals and LA may consider whether the following apply when considering exit criteria/ceasing to maintain an EHCP:

(a) have the objectives been met

(b) can the child's needs be met in future within the resources of a

mainstream school

(c) do the child's special educational needs no longer significantly impede

access to the National Curriculum

(d) does the child no longer require daily adult supervision or substantial

adaptation of teaching materials to access the curriculum fully

(e) can the child cope with everyday social interaction at school

(f) has the child no significant self-help difficulties that require more

provision than is normally available within the school.

The child will normally be placed at SEND Support following any ceasing of the statement or EHCP. This could be following a period where there is a gradual planned reduction in support.

The School's Arrangements for SEND and Inclusion In-Service Training

- The Inclusion Manager attends regular meetings to update and revise developments in Special Needs Education and Inclusion.

- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.

- In-house additional needs and Inclusion training is provided through staff meetings by the Inclusion Leader, outside agencies and Head.

- All 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 management team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

- Advisory Teachers visit regularly to provide specific information, share resources and provide in-service training.
- Specialist, direct teaching from Inclusion and Early Intervention may be used is used where we do not have the necessary in-house expertise or to supplement school provision.
- Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement or EHC. Class teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.
- The Inclusion Leader liaises frequently with a number of other outside agencies, for example:
    1. Social Services
    2. Education Welfare Service
    3. Medical services- School Nurses and appropriate hospital departments
    4. Community Pediatrician
    5. Speech Therapy
    6. Physiotherapy
    7. CADMUS Inclusive
    8. Occupational Therapy
    9. Marie Smith ASD specialist teacher
    10. Inclusion and Early Intervention
    11. CAMHS
    12. Bereavement Service
    13. Educational Psychology Service
    14. School nursing team

Parents/carers are consulted before any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.

- Parents/carers will be involved at all stages of the education planning process. An appointment may be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The Inclusion Manager will attend this meeting if the school or the parent thinks this is appropriate. Parents will receive information during Parents' Consultation Appointments. Translation will be provided where applicable.

- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

- Target Splats will include areas to work towards at home, and parents/carers are always invited to contribute their views to the review process. Copies of these are given to parents at meetings.

- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.

- Parents/carers Consultation Meetings provide regular opportunities to discuss concerns and progress. In addition, there may be specific review meetings. Parents/carers are also able to make other appointments on request.

- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the Governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

- Year 3 staff will meet with staff from partner Infants schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the Inclusion Manager after this meeting. Where necessary the Inclusion Manager will arrange further meetings, attend reviews, meet parents, liaise with any outside agencies and arrange for enhanced transition visits to take place for the children in question

- Children who join us in year 3 who we are worried about (either after discussion from year 2 class

teacher or baseline) will be added to the provisional register. Extra support will be given. If still required, parents will be consulted and if they are in agreement we will add to the main register.

- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the Inclusion Manager will telephone to further discuss the child's needs.

- Children transferring from Palfrey Junior School to new schools will have all records and details of particular needs and additional provision made by the school. The Inclusion Manager will discuss these children with other schools on request. In the case of Secondary transition the Inclusion Manager and Year 6 staff will liaise with staff in the receiving school and outside agencies, invite colleagues to any reviews and set up any transfer work or enhanced transition programs.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the parents by the Inclusion Manager or teacher, and referrals will be made as appropriate. If necessary the Inclusion Manager will make direct referrals with parents' permission.

- Social Services and the Education Welfare Service will be accessed through Initial Response or the visiting education welfare officer as appropriate. Class teachers will alert the Head or named teacher if there is a concern they would like discussed.

- There are many voluntary organisations supporting SEND. The Inclusion Manager will source information or support from them where appropriate. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be passed on the parents/carers.

Inclusion projects, or links with special schools and outreach

As and when appropriate, projects will be undertaken and links will be formed that will be of benefit to whole-school practice and provision or individual provision.

Arrangements for providing access to learning and the curriculum

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils

- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with Sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Access to Information

- All children requiring information in formats other than print have this provided through liaison with Support Services.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Palfrey Junior School uses a range of assessment procedures within lessons to ensure children with additional needs are able to demonstrate their achievement appropriately.

- Adapted exercise books and large print readers, modified writing equipment and low vision aids are available.

Admission arrangements

- Children with additional educational needs and physical disability are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- There are twelve classes, three in each year group; pupils are allocated to each class by age and gender to ensure that there is parity between classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with a Statement of SEND or ENC will be invited to discuss the provision that can be made to meet their identified needs.

- If a child has a physical disability, their specific needs will be discussed with parents in order to ensure that they have full access to the curriculum.

Incorporating disability issues into the curriculum

- The British Values thread includes issues of disability, difference and valuing diversity.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective.

Terminology, imagery and disability equality

- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of SMSC and British Values for raising issues of language and other disability equality issues.
- We plan awareness days e.g. Autism awareness so that children can learn to treat each other with understanding and also if they have the condition to feel empowered.

Listening to disabled pupils and those identified with additional needs

- Palfrey Junior School encourages the inclusion of all children in the School Council and other

consultation groups.

- We also have Mentoring throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and not intimidating.
- Our Target Splats are child friendly and the SEND profile is arrived at through conferencing.

Working with disabled parents/carers

Palfrey Junior School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. The lower floor can be accessed from ground level or from the upper floor via the lift.

Disability equality and trips or out of school activities

- Palfrey Junior School tries to make all trips inclusive by planning in advance and using accessible places. Where necessary, we take mobility aids with us. We offer to take children to a residential camp, and provide additional TA support for individual children as required. No child will be excluded by school from trips on the grounds of their SEND.

- All children are welcome at after school activities. Where clubs are supported by outside organisations we will work with them to adapt activities to the needs of individual pupils as appropriate.

Evaluating the success of the School's SEND and Inclusion Policy

Every term, we analyze the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. Progress will be examined in terms of both attainment and achievement. We also analyze data on behaviour, attendance and punctuality, bullying and exclusions. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having special educational needs attaining expected at the end of KS2.
- Improvements in attendance and punctuality.
- A reduction in behaviour incidents and exclusion.
- When required the Inclusion leader will provide information to the Senior Leadership team and Governing Body on Inclusion issues.
- The School Offer, SEND Policy, Disability Equality and Access plan, Medical Needs

Policy, Provision map and Graduated Response flow chart will be published on the school website.

- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

The policy itself will be reviewed annually by the Inclusion Leader and presented to the Governing Body as requested.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Inclusion Manager, who will try to resolve the situation.
- If the issue can not be resolved, the parent can submit a formal complaint to the Headteachers in writing or any other accessible format who will attempt to resolve the issue.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Procedure. This is available, on request, from the school office.

Kerry Shaw

INCLUSION Manager

September 2025