BURLINGTON JUNIOR SCHOOL

SEND Policy

Written By	**Senior Staff, School**
Frequency of Review	**Annually**
Date reviewed and approved by Governing Body	**Autumn 2026**
Date of next review	**Autumn 2027**
Display on Website	✓
Purpose	**Parents and children should be clearly signposted to SEND help and support services. They should be clear about their rights and what they are entitled to.**
Consultation	**Governors** √
	Parents √
	Pupils **x**
	Staff **√**
Links with other policies	Behaviour/anti bullying Accessibility Inclusion Race and Equality Pupil Premium Safeguarding and Child Protection Medical Conditions Policy

Policy Statement

For Special Educational Needs and Disabilities
For Burlington Junior School

Autumn 2026 – reviewed annually

Reviewed annually by the school's SENDCo, Mrs C Case, in liaison with the SLT, all staff and parents of children with SEND.

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1. Statement of intent for Special Educational Needs and Disabilities

Burlington Junior School

- Is an inclusive and supportive junior school.
- We believe that every teacher is a teacher of every child including those with SEN.
- In this school we have high expectations and set suitable targets for all pupils
- In this school a special educational need is defined in accordance with the 2015 SEN Code of Practice: 0 to 25 Years
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's EHCP (Education and Health Care Plan)
- All pupils need to experience praise, recognition and success

2. Legal Framework

The Government has published proposals for reform of the SEND system in England in 2026. The school recognizes the direction of these proposed reforms and will monitor the developments and update its policies and practice as legislation and statutory guidance change. Until such changes take effect, the school will continue to meet its duties under current SEND legislation and the SEND Code of Practice.
This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice:0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'

- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality Policy and Objectives
- Inclusion Policy
- Privacy Notice for pupils and families
- Data Protection Policy
- Records Management Policy
- Medical Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Complaints Policy

3. Definition of SEN - Identifying Special Educational Needs

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment, which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and Interaction:

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication. The school recognises that these include:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorder)

Cognition and Learning:
This is when children learn at a slower pace than their peers, even with appropriate differentiation and support. They include:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

Social, Emotional and Mental Health Difficulties:
Children may experience a wide range of social and emotional difficulties that can manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging and disruptive behaviour. The school recognises these behaviours may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained. The school will ensure that provisions and adjustments are made to support the behaviour of pupils with SEND. Under this category may come the following neuro-diverse conditions.

- ADD (Attention Deficit)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

Sensory and/or Physical Needs:
Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCo will ensure that their support needs are being met.
These may include:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability
- Developmental co-ordination condition or dyspraxia

We also consider the following which may impact on progress and attainment pupils but do not consider them to be SEN.

- 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
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

4. Identifying SEND

Burlington Junior School has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improve long-term outcomes for the pupils. With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

5. Objectives

The school will meet the core aims of the policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach as outlined in the DFE's Special education needs & disability code of practice 0-25
- To monitor the progress of all pupils to aid the earliest possible identification of SEND

6. Roles and responsibilities

Mrs Caroline Case is the **SENDCo** and **Miss Lucy Duncombe** is the **Assistant SENDCo** at Burlington Junior School with responsibility for the following:

- Collaborating with the governing board and head teacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the head teacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.

- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Drawing up pupil plans in collaboration with staff, pupil and parents and **review these termly.**
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, of the SEND provision.
- In collaboration with the head teacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and barriers and advising on effective implementation of support.
- Submitting evidence for an EHCP request.
- Ensuring that pupils with SEND and their parents are supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Reviewing the SEND information report and publishing it on the website.

Mrs Pip Utting is the **Head Teacher** at Burlington Junior School and is responsible for the following:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Ensuring that the SENDCo has sufficient time and resources to carry out their functions.
- Providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENDCo to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.

The **SEND Governor** for Burlington Junior School is **Julie Hickman and Mariam Uteem. Sarah Finch** is the **Chair of Governors.** They are responsible for the following:

- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENDCo and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.

- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND.
- Developing complaints procedures, which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Medical Policy.
- Ensuring that the school's Safeguarding and Child Protection Policy addresses additional safeguarding challenges that children with SEND may face.

Burlington Junior School's designated DSL's are: **Mrs Pip Utting (Head Teacher) Mr Matt Blow (Deputy Head) Mrs Caroline Case (Assistant Head & SENDCo) Mrs Natalie Yendole (Assistant Head), Miss Lucy Duncombe (Assistant SENDCo) and the Pastoral Officer.**

They are responsible for the following:

- Liaising with the Head Teacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENDCo where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the Head Teacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or

have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Burlington Junior School teachers are responsible for the following:

- Delivering high-quality teaching, which is adaptive and allows for reasonable adjustments to ensure all children participate in the full life of the school.
- Identify strengths and barriers to learning for children. Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCo.
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Head Teacher.

7. A graduated approach to SEN support

All pupils receive an adaptive curriculum delivered through **Quality First Teaching**. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Those who fail to make the expected progress are initially identified by class teachers and by the SENDCo.

The progress and attainment of all pupils is reviewed and discussed with the Senior Leadership Team at termly intervals, although staff input progress data at half termly intervals. In addition to this, any teacher or member of staff can raise concerns about a pupil with the SENDCo at any time. We involve parents/carers and where appropriate, the young person in question as soon as we feel a pupil may have a barrier to learning.

The first step to meeting the needs of any pupil who is under achieving is high quality, differentiated teaching. If the pupil is still not making sufficient progress or meeting their targets despite interventions and adjustments, we follow the SEND *Code of Practice 2015: 0*

to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

***Assess*:** the class teacher and SENDCo will analyse a pupil's **strengths** and **barriers to learning** before identifying a child as needing SEN support- parents will be asked to come in and discuss their child's strengths and barriers .

***Plan*:** A **personal plan** that identifies strategies to use, and any additional provision that is needed. The school writes the plan, in discussion with the child, the parents, the class teacher and the SENDCo**.**

***Do*:** The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

***Review*:** The effectiveness of the support is reviewed in line with the agreed date. The **personal plan** is reviewed and revised with parental and pupil input on a termly basis.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need. We use a range of assessment data and diagnostic tests to help us build a picture of needs e.g., relevant family/medical history, Pre Keystage Standards (PKF) for pupils working below their Keystage, Teacher Assessments, Screening Tests, SATs results, reading, spelling, phonological awareness tests, social skills profiles, behaviour observations recorded.

The SEN Code of Practice (2014) describes adequate progress as being that which,

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows the attainment gap to close between the pupil and children of the same age

Pupils who fail to make adequate progress based on accumulated evidence and in consultation with parents are placed on the special needs register at SEN Support.

Managing pupils needs on the SEN register

Once a pupil is added on the SEN register: the class teacher in consultation with SENDCo, parents/carers and the pupil draw up an **individual support plan**.

Advice may also be sought from external agencies to inform effective intervention and strategies. The **individual support plan** allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are **reviewed termly**. If a pupil fails to make the expected progress, further advice may be sought from external agencies, which may include referrals to Emotional Health, Child Adolescent Mental Health Services (CAMHS), Speech & Language Therapists (SaLT), Educational Psychologists (EP), Primary Support Services (PSS) and Occupational Therapy (OT). At this stage, SEN needs may further be identified and expert advice sought.

All class teachers have a summary of their responsibilities for pupils identified as having additional and Special Educational Needs for their class. They use the personal plan identified strategies, resources and interventions to support them.

Pupil's views are gathered and they are encouraged to record them using a variety of media. Termly reviews are held with pupils, parents, class teacher and SENDCo. Parents are encouraged to contact the school whenever they have a concern or information to share.

Criteria for exiting the SEN register

Following the termly review, it may be decided that the pupil made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a child from the register. However, they would continue to be monitored closely by the SENDCo and the class teacher at the termly review.

Moving to an EHC Plan

If a pupil is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, or their needs require more intensive specialist help that cannot be met from resources available, then a decision may be made to request formal assessment for an EHCP (Education Health Care Plan).

An application can only be made following two full cycles of Assess, Plan, Do, Review covering at least two terms. All support is carefully monitored for impact and adjustments made, usually a multi-agency meeting (MAM) is held with parents and a request is submitted.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes. They will work closely with parents and the pupil to further unpick their needs to create SMART outcomes.

On gathering all relevant advice about a pupil's needs and the evidence of targeted support, the SEN team may issue an EHCP outlining outcomes to be met and additional provision to be provided. An EHCP brings the child or young person's Education, Health and Social Care

needs into a single, legal document. The child or young person must have special educational needs to be eligible for a plan

8. Education Health Care Plan (EHCP)

The school will fully cooperate with the LA when research about the pupil is being conducted. The school will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.
Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress.

The school will meet its duty to provide views on a draft EHC plan within 15 days. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The school will consider any pupil that names the school in an EHC plan or EHC needs assessment process. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

All reasonable provisions will be taken by the school to provide a high standard of education.

Staff will be briefed about any potential problems, and a procedure will be put into place to deal with certain situations. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The school will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.

Thereafter, the SENDCo, governing board or Head Teacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.
The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan. The school will take steps to ensure that pupils and parents are actively

supported in developing and reviewing EHC plans. Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan. The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

Reviewing the EHC plan

The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within **two** weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

9. Supporting pupils and families of SEND

Involving pupils and parents in decision-making:

Parents of pupils with SEND will be encouraged to share their knowledge of their child; the Head Teacher and SENDCo will aim to give them the confidence that their views and contributions are valued and will be acted upon. Parents will always be notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt a pupil's education or any health

treatment underway.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENDCo, will meet with pupils and their parents **three** times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

Joint commissioning, planning and delivery:
The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).
The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.
- The school's Data Protection Policy will be adhered to at all times.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

10. Supporting pupils at school with specific circumstances

Medical Needs:
We recognise that pupils at Burlington Junior School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP), which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

All office staff and the majority of teaching assistants (TA) and all midday supervisors (SMSA) at Burlington are first aid trained. All staff have undertaken annual Epi Pen and Asthma training. Some staff have diabetes training and work closely with parents and this is ongoing training. The school's Medical Policy for supporting pupils with medical conditions can be found on the school website.

Looked after child (LAC):
Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.
The school recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.
The school has a designated member of staff for coordinating the support for LAC.
Where that role is carried out by a person other than the SENDCO, designated teachers will work closely with the SENDCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

English as an additional language (EAL):

The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.
The school will consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.
The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.
The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

11. Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- By considering admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Considering admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Arrangements for the fair admissions of pupils with SEND can be found on the School website.

12. Funding

The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.
Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

13. Local Offer

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary, and appropriate, to ensure that it is:

- **Collaborative**: Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible**: The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- **Comprehensive**: The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date**: The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

The Kingston Local Offer can be found on the AFC website.
https://kr.afcinfo.org.uk/local_offer

14. Promoting mental health and wellbeing

The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. The school has ELSA's to support the well-being of pupils and buys into a play therapist. The school use the MHST well-being practitioner to work with families and with older children. Specialist services will be available where a pupil requires such services. Where appropriate, the school will support parents in the management and development of their child.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- Complying with the statutory duty of caring for pupils with medical needs and ensuring that they have an individual health plan.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support with our **Pastoral Officer,** or accessing a local authority family support worker and/or therapy, upon the recommendation of mental health professionals.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem, self-regulation with the aim of addressing disruptive behaviour.

15. Transferring between different phases of education

Transition is recognised as extremely important and any pupils requiring additional support at this time are identified and planned for. We also support pupils in their transition from schools and other educational settings and to new schools. The Inclusion Leader is responsible for this with input from the relevant class teacher.

EHC plans will be reviewed, amended with sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The key transfers are as follows:

- Infant school to junior school: KS1 to KS2
- Primary school to secondary school: KS2 to KS3

16. Training and resources

Each school is allocated from the local authority (LA) funding, which is to be specifically used to support the learning of children with SEN. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The school SENDCo regularly attends the LA's and Cluster SENDCo network meetings to keep up to date with local and national updates in SEND. Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training is ongoing in response to identified needs.

Specialist equipment is considered on an individual basis.

All teachers and support staff attend an induction when taking up a school post. This includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

SEND training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENDCo
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques and positive handling techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development and self-regulation
- Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCo, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Mental health will be a key consideration for all training that the SENDCo participates in, along with any training that staff are given.

17. Monitoring and evaluation of SEND

In line with new Government policy the school will publish its Inclusion Strategy in December 2026, this will be a costed plan detailing how the school identifies and removes barriers to learning and participation and how it manages its Inclusive Mainstream Fund. The monitoring and evaluation of provision and needs is an ongoing process.

The policy is reviewed on an **annual** basis by the Head Teacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The Senior Leadership Team carries out regular meetings, observations and book-looks, focusing on SEN support and adaptions to. Intervention groups are also observed. Any observations are discussed and any gaps identified and training delivered.

We hold regular INSETs and Parent Forums, where there is the opportunity for special educational provision to be discussed. The SENDCo meets regularly with the SEN Governor to discuss monitoring SEN within the school.

Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.

18. Storing and managing information

The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.
- The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be prepared by SENCo and shared with the `governing board and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

Confidentiality
The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.

- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Head Teacher (or SENDCo) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Records Management Policy and Data Protection Policy at all times.

Publishing information
The school will publish details of the SEND information report on the school website.

19. Accessibility

Part of the school has two levels. There is disabled access through the major areas of the school; disabled toilets and there is a lift for access to the part of the school which has two levels.

The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice 2014: 0 to 25 years in terms of admitting pupils with disabilities. There are facilities for small group/individual teaching in small teaching rooms throughout the school.

All members of the school community, including pupils, are invited to inform the school of any disability they have. The Equality Policy and Objectives and the Medical Policy should be read in conjunction with this policy.

20. Dealing with complaints

Resolving disagreements:
The school is committed to resolving disagreements between pupils and the school. In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level. We encourage parents to discuss their concerns initially with the class teacher, SENDCo, Deputy or Head Teacher to resolve the issue before making the complaint formal to the chair of the governing body. (See the Complaints Policy on the school website).

- Explains the independent disagreement resolution arrangements in our Complaints Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

The SEND Code of Practice outlines procedures for resolving disagreements in Chapter 11. In addition, information can be sourced from Richmond and Kingston SEND Information, Advice and Support Service SENDIASS https://www.rksendiass.co.uk/

SENDIASS is a friendly team of local advisors who offer impartial and confidential advice and support on all matters relating to Special Educational Needs and or Disability.
They offer support with Education, Health and Care plans, personal budgets, person - centered planning and how to use the Local Offer. In addition, they:

- Support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- Information and signposting to support services in your area
- Support with and signposting to our specialist mediation team

Who they support:
The service is available for children, young people and their families with a special educational need and or disability who are resident in Kingston or Richmond.
Opening times: 9 am to 5pm – Monday to Friday
Telephone number: 0808 164 5527
Email: infor@RKsendiass.co.uk
Website: https://www.rksendiass.co.uk/

SEND tribunal:
All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering. In all cases, the school's written Complaints Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the head teacher will make the relevant parties aware of the disagreement resolution service.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE.

The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

21. Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.
- The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Head Teacher and governing board will ensure that the school's Safeguarding and Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Behaviour Policy, Appendix 3.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

22. Bullying

Burlington Junior School has a robust response to any bullying. We have regular assemblies and class PHSE (Personal, Social and Health Education) time where we raise awareness of differences and allow children to share their thoughts and feelings. All children are encouraged to talk to their teachers or teaching assistant if they are experiencing difficulties. Please refer to the Anti- Bullying Policy.

23. Reviewing the SEND policy

This policy is reviewed annually (or sooner in the event of revised legislation or guidance). The next scheduled review date for this policy is **September 2027**.

24. Other related documents

This Policy should be read in conjunction with the following documents, all of which are available on the school website.

- SEN information report
- SEND Threshold Guidance
- Accessibility and Disability Plan
- Local Offer for Kingston and Richmond
- The Equality Policy and Objectives
- Safeguarding & Child Protection Policy
- Medical Policy
- Inclusion Policy
- Inclusion Strategy Dec 2026
- Relational Behaviour Policy
- Anti-Bullying policy
- Pupil Premium Policy and Strategy
- Data protection policy & records management policy
- Complaints Policy

Questions for Governors

When approving a policy, governors should ask:

1. **Who benefits from this policy?**
2. **Could anyone be disadvantaged by it?**
3. **Have the needs of pupils, staff, parents, and the wider community been considered?**
4. **How will we know whether it is working fairly?**
5. **What adjustments or mitigations are available if unintended inequalities emerge?**
6. **How and when will the governing board review its impact?**

Governor Approval Statement

The governing board has considered the equality implications of this policy and is satisfied that it promotes equality of opportunity, fosters good relations, eliminates unlawful discrimination, and supports fair and inclusive practice. Any identified risks have been addressed through appropriate mitigating actions, and the policy will be monitored and reviewed regularly.