

Netherton Junior and Infant School

SEN Policy

September 2025



Introduction

This policy details Netherton J&I School's individual approach to supporting children with Special Educational Needs or Disabilities (SEND), and outlines the School's commitment to fulfilling the responsibilities outlined in the SEND Code of Practice 0 - 25 (September 2014) 3.65. This policy also takes into account the following guidance and documents: Equality Act 2010; Advice for Schools (DfE Feb 2013); Schools' SEN Information Report Regulations 2014; Teachers' Standards 2012.

It should be read in conjunction with our 'School Local Offer', which provides information to parents about the specific support that we offer children with SEND in our School [available on our website]. You can also find information on the SEND services and support provided by the Local Authority at

<https://wakefield.mylocaloffer.org/>

Vision Statement

Netherton Junior and Infants School is a caring, inclusive school at the heart of our community. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad and balanced curriculum.

We believe that we make a difference by creating a safe and stimulating environment where our children and families feel happy and secure. We want every child to be able to engage actively in learning and so be able to reach their full potential in all areas of school life, knowing that they are cared for and supported.

We believe that children's well-being is at the centre of our life in school and the key to raising academic success. This is supported by high expectations and by developing personal awareness, creativity and social understanding. We place a strong emphasis on trust, honesty, respect and tolerance through a close partnership between children, staff, governors and parents.

Above all, we aim to develop confident, reflective children who are proud to belong to our community and who have a sound knowledge of their own value and purpose in the world, who are able to think creatively and with independence and so see the future as full of possibilities.

Definitions of Special Educational Needs (SEN)

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

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims

All children to:

- Be happy and feel secure.
- Be included.
- Achieve the very best of which they are capable.
- Have access to a broad balanced and relevant curriculum. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Demonstrate personal development and growth.
- Make good progress.
- Experience wider activities leading to greater independence.
- Make effective independent decisions.

All staff to:

- Be well equipped to identify and meet needs.
- Identify children's needs early.
- Have high expectations and meet the needs of all children.
- Plan effective interventions.
- Evaluate and revise interventions regularly.

All parents/carers to:

- Be kept informed at all times.
- Have the opportunity to be fully involved.
- Create a welcoming atmosphere for parents.

Educational inclusion

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of

our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to meet children's individual learning needs by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

Identification

Wherever possible, we aim to meet children's learning needs through differentiated planning, teaching and support, as part of our normal classroom practice and quality first teaching.

At Netherton J&I School all children are constantly assessed and monitored. Those children who do not make expected progress and fall significantly below their age-related expectations are highlighted on the school's tracking system. If a teacher feels that a child may not be making adequate progress, they discuss the child's progress with the SENCo. If, following further monitoring, it is felt that the child requires interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum then the child has special educational needs. The child's parents are informed, the child will have additional interventions identified on our provision mapping and may have a One Page Profile (OPP) which will be completed by the child and class teacher.

Provision Mapping

Provision Mapping is a succinct way of showing the range of provision available to pupils throughout school. All interventions are identified on a Provision Map. The SENCo, along with class teachers, are responsible in ensuring that Provision Maps are up to date and that interventions are monitored closely. Each child has specific targets set for each intervention.

School Request for a Statutory Assessment

The decision to request a statutory assessment would normally be made after a minimum of two OPPs and where progress is not made and serious difficulties are persisting and the child has demonstrated a significant cause for concern. This request can be made by a parent, an agency (such as a health authority or social services) or an educational setting.

The following points should be kept in mind and may need to be relayed to parents:

- Referral to another agency, e.g. educational psychology, does not necessarily lead to an EHCP.
- Statutory assessment does not necessarily result in an EHCP.
- An EHCP does not automatically result in additional provision at Netherton or in a special school.

The Local Authority makes a decision to issue an EHCP (Education, Health and Care Plan) when the advice received through the statutory assessment indicates that the child's needs are such that the LA should determine the special educational provision. The EHCP describes the child's SEN and the provision to meet these needs. Some needs may be met by existing resources normally available in school but for other needs additional or alternative provision may be made by the LA.

Each EHCP will be reviewed on an annual basis. The LA, any outside agencies involved, parents and the class teacher will all be invited to attend.

The Role of the SENCO

In our school, the special educational needs coordinator (SENCO):

- manages the day - to - day operation of our SEN Policy and maintains the SEN register;
- co-ordinates the provision for children's special educational needs and maintains a provision map which shows the range of additional support provided for pupils in our school;

- supports and advises colleagues;
- oversees all assessments of the progress made by pupils with SEN;
- arranges and attends all EHCP review meetings, which she will chair;
- maintains records of all children with SEN;
- acts as a main point of communication with parents and carers, in addition to the class teacher;
- acts as the link with external agencies and support services;
- monitors and evaluates this Special Educational Needs Policy, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEN;
- contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEN.

The Role of the Headteacher

The headteacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met. She oversees and line manages the work of the SENCO.

The Role of the Governing Body

The governing body has due regard to the SEN Code of Practice when carrying out its duties towards all pupils with special educational needs.

The SEN governor liaises closely with the SENCO and ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

Pupil Participation

At our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

We strive to involve children in decisions that are made about their needs. If and when appropriate, children will be asked to take part in the setting and agreeing of OPP targets, as research proves that children are more likely to be engaged if they are involved in the decision making process.

When reviewing the targets, the children are asked how they feel they have progressed and if they can. Children with an EHCP are invited to express their

views before an Annual Review takes place. If deemed appropriate, the child will be invited to the Annual Review.

Partnerships with Parents

At Netherton School we firmly believe in fostering strong partnerships with parents. We recognise that parents have a unique overview of their children and have a valuable contribution to make regarding the SEN provision made in school. Parents are kept informed of any specific provision made for their child. Parents are consulted when formulating OPPs and are invited to attend OPP reviews and parent consultation evenings. Their child's progress and attainment will also be formally reported on in the child's termly report given to parents. Parents of pupils with an Education, Health and Care Plan will also be invited to attend and contribute to the annual review.

Admission of Pupils with Special Educational Needs and Fair Access Protocol

Children with an Education and Healthcare Plan (EHCP) Statement of Special Educational Needs are dealt with under a different mechanism from the normal admission process. Any child with a school named on their EHC will automatically gain a place at the school named in the plan. Any child with an EHC who is admitted to a mainstream community/voluntary controlled school will be counted against that school's admission number.

Special Educational Needs is a term used if a child has difficulty accessing the curriculum, which may mean that he/she may need to have some form of specialist provision made for them in order to learn. It may be a general learning difficulty, an emotional, behavioural, sensory or physical disability or it may be a difficulty related to communication or speech and language. Further information can be obtained from SEN Group or Parent Partnership.

The LA has agreed a Fair Access Protocol with its primary schools for in year admissions where there are concerns over pupils who have a complex range of personal and educational needs and who have the potential to present significant challenges to schools, in terms of their capacity to meet those needs.

This relates to pupils where there are concerns about their safety and well-being and means that, in some circumstances, pupils defined in the Protocol will have a higher priority for admission to schools and/or year groups, which are already full, than all other pupils seeking admission to that school. Full details of the Protocol can be obtained from the LA.