Abbots Farm Junior School

SEND Policy and Information Report 2026

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1. Aims

At Abbots Farm Junior School, we have adopted the motto 'Learners for Life, Farmers Forever', which incorporates our four key values. Our aim is to provide all children with opportunities to be reflective, resilient and ambitious in their learning as well as to maintain a healthy body and mind in their approach to their work. We look to promote their spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of adult life. All children, regardless of race, creed, culture, sex or disability will be treated equally in every aspect of school life and educated within the resources of the school.

Our SEN policy and information report aims to:

- Promote a fully inclusive whole school ethos
- Raise the aspirations and expectations for all pupils with SEND by successfully implementing the principles, procedures and practices recommended in the Code of Practice
- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- to identify the roles and responsibilities of staff in providing for children's special educational needs

2. Legislation and guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance, documents and school policies:

- Children and Families Act (2014)
- The Equality Act (2010)
- Special Educational Needs and Disability Regulations (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (2015)
- The National Curriculum in England KS1 & 2 framework (2013)
- Teachers Standards (Updated 2013)
- AFJS Accessibility Plan (School)
- AFJS Safeguarding Policy (School)
- AFJS Relationship and Behaviour Policy

3. Definitions

Abbots Farm Junior School provides a broad and balanced curriculum for all children. Every teacher is a teacher of every child or young person including those with Special Educational Needs and/or Disabilities (SEND). We do however recognise that some children cannot achieve in line with age expectations or have Special Educational Needs and Disabilities beyond those of their peers.

A child will be identified as having special educational needs if there is need for:

- Provision to be different to or in addition to that normally available to pupils of the same age;
- Or particular attention made to the social and/or emotional climate in which the child's education is taking place;
- Or, there are issues with accessibility for a pupil, which prevent or hinder the use of facilities generally available in school.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is *Lauren Watson-Tate (Assistant Headteacher – Behaviour, Welfare and Inclusion)*

The SENCO will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Educational Health Care (EHC) plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Abbots Farm Junior School is a mainstream school, which operates inclusive practices for children aged 7 to 11 years old. We provide for children with the following categories of need as identified by the Code of Practice. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment difficulties, anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Children who need extra help can be identified in many different ways. These include:

- Liaison with previous schools, where needs have already been identified.
- Parents and Carers concerns
- Through tracking and observations by class teachers
- In-house learning assessments or observations by the SEND team

As early identification is vital, class teachers have an important role to play in identifying pupils who are making less than expected progress in their learning and less than expected performance in their class assessments. According to the Code of Practice, less than expected progress is:

- Making significantly slower progress than that of their peers starting from the same baseline
- Failing to match or better the child's previous rates of progress
- When the attainment gap between the child and their peers widens rather than closes

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

It is also important to note that other factors that are not related to SEN can have an impact on a child's progress and attainment, these include: disability, attendance and punctuality, health and welfare, English as an additional language, being a Child Looked After or circumstances brought about by being the child of a Serviceman/woman.

5.3 Consulting and involving pupils and parents

At Abbots Farm Junior School, we endeavour to regularly communicate with parents about their child's education, as we recognise how important parental contribution is. This is through:

- IEP review meetings
- Annual review meetings (for children with EHCPs)
- Early help meetings
- Parents' evenings
- Coffee mornings with the Children and Families Team

Parents can discuss SEN concerns with their child's class teacher and the SENCO. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

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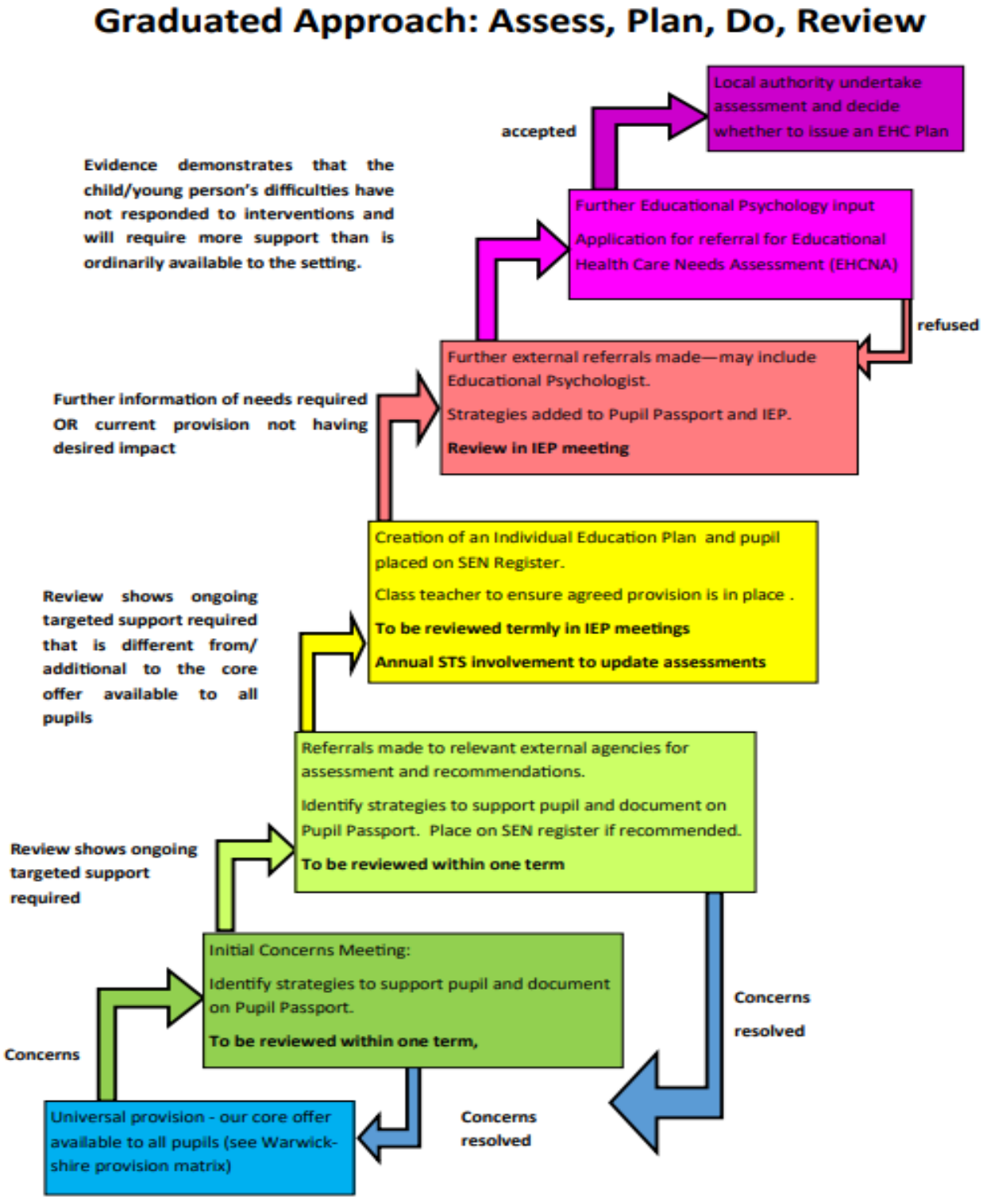
5.4 Assessing and reviewing pupils' progress towards outcomes

We operate a graduated approach in school to assessing a child's needs. The first step in our graduated response to pupils who have or may have SEN at Abbots Farm Junior School is that all of our teachers provide high quality teaching for all children, with differentiation for individual pupils in each class and targeted teaching in areas of weakness. Class teachers are responsible and accountable for the progress and development of all the pupils in their class. If a pupil continues to make significantly slower progress than that of their peers starting from the same baseline, is unable to match or better

their previous rate of progress or is unable to close the attainment gap between the child and their peers, concerns would be raised with parents and carers.

A child may be considered to have a special educational need when the provision is different to or in addition to that normally available to pupils of the same age. Extra provision can be in the form of a short intervention in a small group or on an individual basis. The Class teacher, in consultation with the SLT, SENCO and SEN team including LSAs, would set up extra provision which follow the Graduated Approach cycle.



Children with SEND have an Individual Education Plan (IEP) with personalised targets, which are reviewed and co-produced with parents/carers, pupils, teacher and the SENCO. Pupils with SEND will receive different types of support, which match their needs, so that they can achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

For pupils with higher levels of need, the SENCO would consult parents and carers before involving external agencies and professionals for further support and guidance.

It may be identified that a plan is required to support needs that do not relate solely to a child's education. Where a multi-agency approach is required to support a family, an Early Help can be opened (see 5.9 Additional External Support). Where a child's presenting behaviour is a significant barrier to their learning, a Pastoral Support Plan may be required. These plans can run alongside an Individual Education Plan if required or stand alone.

The Senior Leadership team, Class Teacher and SENCO track, monitor and review pupils with SEND termly at Pupil Progress Meetings. Parents and Carers of children on the SEN register are invited to meet with key staff to review their child's progress each term.

If a child no longer requires additional or different provision from their peers and their needs are being met within the classroom, they do not require placement on the SEN register. If a pupil's attainment is in-line with national age related expectations and the child is continuing to make expected or accelerated progress, with consultation with parents / carers, a child can be removed from the SEN register

5.5 Supporting pupils moving between phases and preparing for adulthood

We offer an extensive transition programme for children moving from Key Stage 1 to Key Stage 2, with good links to our main feeder school, Abbots Farm Infant School. Strategies include:

- Teachers visit their new classes to share stories
- Pupils who have additional needs and may have an EHC plan are offered extra visits and tours around their new school, where a transition booklet can be compiled.
- Children with an EHC plan also have additional support from outside agencies during transition and we endeavour to contact and meet with parents to discuss the needs of their child prior to transition.
- All relevant documents containing advice and support on a child are transferred and professionals invited to transition meetings where appropriate.
- Transition support is also provided for vulnerable pupils as they move to a new class within the school.

When a pupil with SEN transfers to a new school or Secondary school, it is good practice to pass on all relevant documents containing advice and support on a child and to make contact with the new school's SENCO.

5.6 Our approach to teaching pupils with SEN

Children with SEND have a Pupil Passport and an Individual Education Plan (IEP) with personalised targets, which are reviewed and co-produced with parents / carers, pupils, teacher and the SENCO. Pupils with SEND will receive different types of support, which match their needs, so that they can achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

Universal Provision: This describes a range of support that is available to all learners. All teachers differentiate their lessons to match the needs of the children in their class. As a school, we make

reasonable adjustments to the learning environment including the use of Communication in Print and provide a multi-sensory curriculum to cater for a range of learning styles. We have level 2 and 3 Learning Support Assistants in the classroom to support SEN pupil's learning. Regular observations are carried out by the SENCO to advise staff on developing greater inclusion. Where possible, all children are educated within the classroom setting. (See Accessibility Policy) Small group support is provided to all children to address gaps in knowledge and understanding. These interventions are monitored and reviewed regularly to ensure they are effective.

Targeted Provision: Learners who make less than expected progress with Universal Provision will receive some of these types of support, according to their needs. This provision is additional to and different from the previous element and may include: a personalised learning plan, small, structured group support, individual support to access the curriculum or changes to the physical environment. When appropriate, a Nurture provision is also in place to develop children's emotional resilience, self-esteem as well as communication and interaction skills.

Higher Needs Provision: The individualised types of support that a few learners may receive as well as Targeted Provision, if Targeted Provision alone is not sufficient to enable them to make consistent progress.

The image below details the interventions, strategies and support mechanisms we have in place at AFJS at all levels of provision and across all four areas of need:

SEND PROVISION MATRIX

	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	COGNITION AND LEARNING	SENSORY AND/OR PHYSICAL
UNIVERSAL High quality teaching for all	• Visual timetables • Vocabulary & symbols • Weekly check-in • Social stories • Comic strip conversations • Use of visuals in classrooms • Modelling language • Routines & expectations	• Calm boxes • Zones of Regulation + Protective Behaviours • Rules & routines • PSHE curriculum • Regular check in/ check-out • Mental health check-ins • Resilience & growth mindset teaching	• T&L policy • Retrieval practice • Adaptive teaching • Word aware • Online resources • Helicopter approach • Curriculum boosters • CPA approach	• HW: sensory • Warm ups • Ear defenders • PE & outdoor learning • Sensory circuits • OT handouts • Indoor / outdoor environment adaptations
TARGETED Additional support for some	• Social skills sessions • Lego therapy • Now/next boards • Taskboards • Access arrangements • Blank level questions • Slanksland questions • Konnect • EPATT	• Draw & talk • ELSA • Small group Zones / PB • Group Dog Mentor • Forest School • Den @ Lunch • Soft Start • Check-ins	• Access arrangements • Phonics • Nessy • 1:1 / Power 2 • Word aware • Working memory • Coloured paper / overlays • Directed TA support • Pre-teaching • Beat – STS	• Movement breaks • Individual sensory support • OT handouts • Wobble cushion / ear defenders etc. • Alt. rec. methods • Sensory room • Moves / circuits
HIGHER NEEDS Personalised, specialist support	• SaLT assessments • Objects of reference • Communication boards	• PIP • EP support • 1:1 Zones / PB • 1:1 Dog Mentor • External referrals • Inclusion mentor	• Intervention programs (e.g. Den, Maths 4 Life) • Curriculum Den • Life Skills • Colourful Semantics • Toe by Toe • Eng @ Den	• OT / Physio

Vital for Some, Valuable for All

5.7 Accessibility

Teachers differentiate their lessons to match the needs of the children in their class. As a school, we make reasonable adjustments to the learning environment and provide a multi-sensory curriculum to cater for a range of learning styles. When appropriate, children are grouped into ability for certain subjects, such as phonics, spellings and reading. Teachers carefully consider their seating plans in the classroom and use a wide range of technology to support learning, including laptops, I-pads, talking tins and learning websites.

There are several areas of school, which serve as extra space for intervention groups and there are a number of quiet rooms and The Den for one-to-one support, assessments or as low arousal workstations. Moving around Abbots Farm Junior School, there are clear signs and we use Communication in Print symbols to support pupils with communication difficulties.

At Abbots Farm Junior School, we feel it is important for all children to participate in activities outside of the classroom and on school trips. When appropriate, information regarding children's individual needs is shared with club providers to ensure extra-curricular activities are positive, secure and supportive opportunities. We follow all guidance and carry out individual risk assessments when necessary to plan for and support pupils. These plans may include adult support on a one-to-one or in a small group.

We also encourage pupils with SEN to participate in before and after school clubs. Abbots Farm Junior School's Accessibility Policy on our school website ensures that disabled pupils can fully participate in the school curriculum. We feel that our school makes every child feel welcome; values all pupils equally; has high expectations of all pupils and removes all barriers to learning and participation.

5.8 Supporting pupils at school with medical conditions

The Governors and staff of Abbots Farm Junior School accept that pupils with medical needs should be assisted if at all possible and that they have a right to the full education available to other pupils, including access to school trips and physical education. We believe that pupils with medical needs should be enabled to have full attendance and receive necessary proper care and support. Some pupils with medical needs may also have special educational needs (SEND) and may have an EHC plan, which addresses health and social care needs as well as SEND provision. Abbots Farm Junior School fully complies with its duties under the Equality Act (2010). Parents can consult the Medical Conditions Policy for more information on our school website.

5.9 Additional External Support

We work with the following agencies to provide support for pupils with SEN:

- The Educational Psychology service
- The Specialist Teaching Service (STS)
- The Integrated Disability Service (IDS)
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse (COMPASS)
- The Mental Health in Schools Team (MHST)

We can also access a range of voluntary organisations through a Targeted Support Officer when an Early Help Single Assessment has been completed. An Early Help Assessment is a way of gathering information about children with their family and using it to help decide what type of support is needed to help a family. People from different organisations will talk to one another, share information with consent and work together with families to help to support them. Mrs. Webb, Mr Corbett, Mrs. Watson-Tate, Mrs. Smythe and Miss Ingle are all qualified to support families with completing an Early Help Assessment and can be contacted through the school office. The Children and Families Team also signpost parents to Parent Partnership and other family support groups when appropriate.

Where private specialists have been commissioned by families, relevant recommendations can be incorporated into pupil passports and IEPs.

For pupils with higher levels of need, involvement from the Educational Psychology Service can be beneficial and referrals will be made in accordance with the steps detailed on our Graduated Approach. Due to the demand for Educational Psychology involvement, waiting times can vary. Pupils will receive involvement from the Educational Psychologist in the order that referrals are made unless they are at risk of exclusion (pupils at risk of exclusion will require urgent referrals).

5.10 Expertise and training of staff

Each year, we have a planned programme of professional development to extend and enhance our knowledge of variety of different areas related to SEND. In previous years, we have received training on Speech and Language Difficulties, Emotion Coaching, pupils on the Autistic Spectrum, supporting children with SEMH needs, Attachment, Selective Mutism as well as Nurture Provision. The training needs of our staff depend on the individual and varying needs of our current cohorts of children. The SENCO attends termly STS SENCO network meetings to keep informed with local and national updates in SEND. As part of our schools Induction process and the yearly transfer of pupils to new Class Teachers, teachers and support staff informally meet with the SENCO to discuss the needs of individual pupils. The SENCO supports Class Teachers by explaining systems and structures in place alongside sharing the SEND policy.

5.11 Evaluating the effectiveness of SEN provision

The SENCO, Senior Leadership team and teaching assistant responsible for SEND monitor the progress of all SEN children in school. The Senior Leadership team hold termly Pupil Progress Meetings with Class Teachers to monitor whole school provision for all children and review the progress of all pupils including those with SEND. All interventions are mapped on a provision map where measurement of impact is measured according to their progress made from their Key Stage 1 results, whatever their starting point. At Abbots Farm Junior School, we are always striving to narrow the gap for children with SEND and have high expectations of their progress with an expectation that most pupils with SEND should make the same or better progress than their peers. The SEND Governor meets termly with the team to keep informed and review the work of the school in this area. The SENCO has responsibility for ensuring that all parts of this policy are carried out.

5.12 Support for improving emotional and social development

At Abbots Farm Junior we seek to ensure that all children feel safe and happy. As part of this, we provide:

- The Children and Families Team. Mrs Smythe and Miss Ingle have a wealth of experience and offer support to children on an individual basis and within small groups. They are also available to offer support to families and can signpost to a range of other services.
- A Mental Health in Schools Team designated link worker for the school

- Teaching Assistants assigned to each year group, who are able to offer targeted support for pastoral concerns and build relationships with key pupils
- The Protective Behaviours Curriculum, No Outsiders and RSE
- Counselling
- Play therapy
- Drawing and talking therapy
- Designated indoor spaces for children who may find unstructured times challenging
- Pastoral Support Plans where appropriate, to provide a consistent approach to supporting individuals

Where appropriate, the Children and Families team will also refer pupils for external therapy (e.g. music therapy, animal therapy, specialist grief counselling) if they have experienced a traumatic life event or are exhibiting anxiety.

5.13 Complaints about SEN provision

At Abbots Farm, we have an open-door policy and we are happy to discuss any concerns you have regarding provision. You can contact your child's teacher to arrange an appointment to see them and the SENCO. If there continues to be an issue, you can organise an appointment to speak to the Head teacher or SEN Governor via the school office. (See Complaints Procedure for further details)

5.16 Contact details of support services for parents of pupils with SEN

Warwickshire SENDIAS (Special Education Needs Information Advice and Support Services) supports parents and carers of all Warwickshire children with special educational needs and disabilities, from 0 - 25 years of age. It is a free, confidential and impartial service for parents and carers, children and young people up to 25 years. Warwickshire SENDIAS offers independent support for parents and families who have children and young people with a SEND. We also provide this independent advice directly to young peoples aged 16 to 25 years with a SEND.

Contact: 024 7636 6054, alternatively e-mail **warwickshire@kids.org.uk**

5.17 The local authority local offer

Parents and carers can find out more about the Local Authority's offer to SEND provision for pupils in Warwickshire here: http://www.warwickshire.gov.uk/sendeducation

6. Monitoring arrangements

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

It will be approved by the governing body.