

Special Educational Needs and Disability (SEND) and Inclusion Policy
North Baddesley Junior School
Approved by Full Governing Body
Date approved: September 2025
Review date: September 2026



This policy complies within the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- The Equality Act 2010
- SEND Code of Practice 0-25 (January 2015)
- Children and Families Act 2014
- The school SEND Information Report

Aim

North Baddesley Junior School is committed to the meaningful inclusion of all pupils within our school community. Through working to identify needs early in conjunction with families, we seek to remove barriers to learning so that pupils can thrive in learning through a broad and balanced curriculum. Through working together, teaching staff have created a research-informed definition of our Inclusive ambition for all pupils at NBJs:

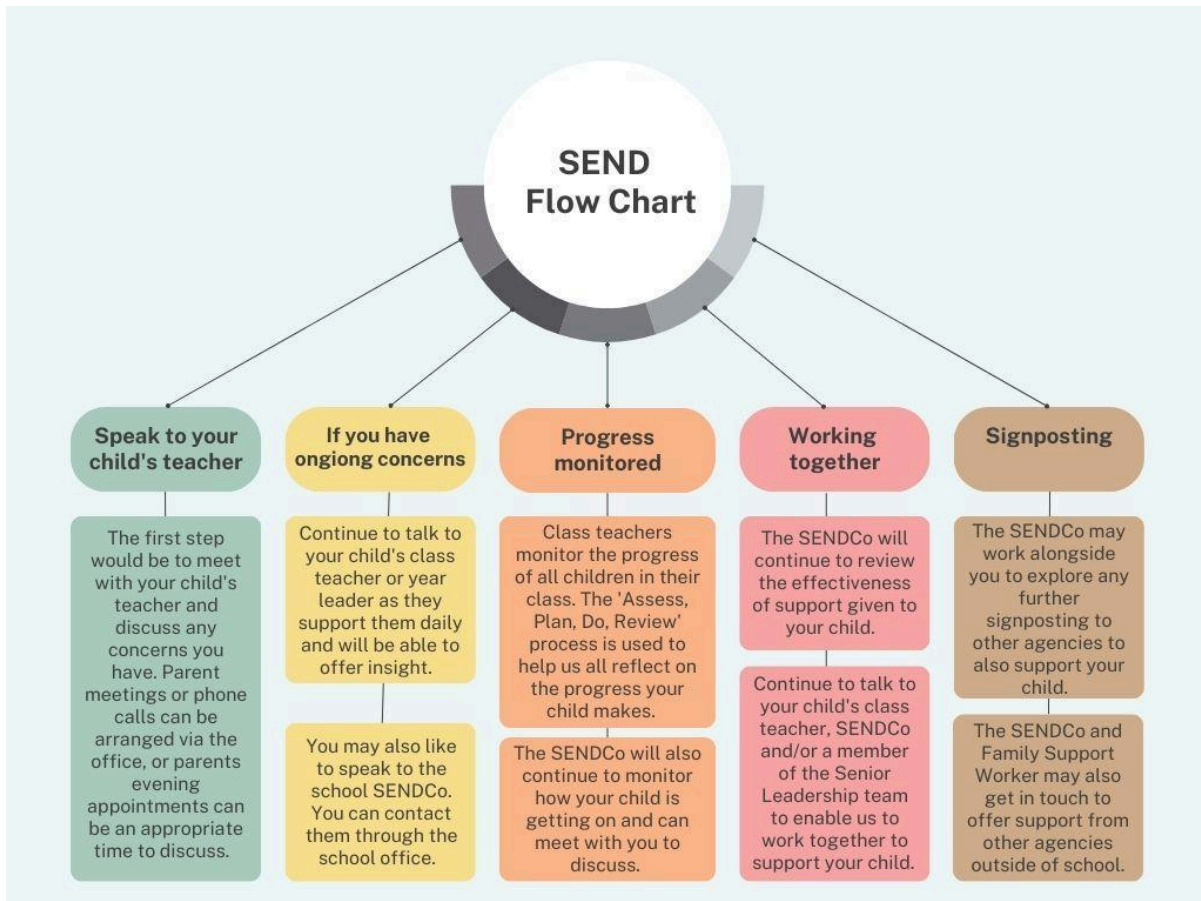
NBJs is a school where diversity is valued and where all children are supported to achieve their personal best through a responsive, adapted curriculum that utilises their strengths and seeks to remove barriers to learning.

We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in line with our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This policy has been updated by the school's current SENDCo, Emma Verlander in consultation with the Full Governing Body. The Governor with particular responsibility for SEND meets with the SENDCo regularly to discuss actions taken by the school.

The SEND team at North Baddesley Junior school

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Emma Verlander - the SENDCo and Inclusion Lead fEmma Verlander is on the Senior Leadership Team and is a qualified teacher and who has completed further qualifications in their role as SENDCo. Please make an appointment with the school office if you wish to speak to the SENDCo. The following lines of communication should be followed in regard to SEND:



Definition of SEND

We acknowledge the definition for Special Educational Needs and Disability that says:

A child or young person has SEND 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 he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or,
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.

SEND Code of Practice 2015

We also pay due regard to the definition of disability as stated in the Equality Act 2010. This is defined as:

- 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'.

SEND at North Baddesley Junior School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support universal high quality teaching and learning for all pupils (see whole school provision map)

The Graduated Approach

Staff use the Graduated Approach of Assess, Plan, Do, Review which allows them to adapt learning and support pupils based on their individual, emerging needs.

Assess: At this stage, staff use a range of Assessment for Learning practices (daily questioning, lesson tasks and activities with feedback etc.) and Assessment of Learning practices (teacher assessment, tests etc.) to ascertain what the pupils' needs are. Teachers also use their experience and professional judgement to consider any barriers to learning the child may be experiencing and what needs their behaviour may be communicating.

Plan: Staff then plan accordingly to consider how learning can be adapted according to pupil need. This can be done through consultation within staff year teams, the SENDCo and SLT and potentially outside agencies to lean on expertise both internally and externally of the school community.

Do: Staff then use adaptations and/or additional targeted intervention programmes in line with the targets set out.

Review: Staff review the progress made as a result of adaptations and consider if further support is needed. If this would benefit the pupil, then the cycle repeats again.

**The SEND Code of Practice (2015) refers to the Four Broad Areas of Need:
Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people may experience barriers to learning in some of the following areas:

- Receptive Language - difficulty in understanding and processing language
- Expressive Language - difficulty with the use of spoken language or nonverbal communication
- Pragmatic/social communication - difficulty with social interaction, social cognition and pragmatics.
- Speech sound difficulty - difficulty with the phonological skills or articulation skills.
- The difficulty may not be restricted to one area and may be demonstrated at different levels.

Cognition and Learning

Cognition refers to the thinking skills and thought processes that a child or young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. Children with learning needs may learn at a different pace than their peers despite appropriate adaptive teaching practices. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term or longer term. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions including, but not exclusive to, dyslexia, dyscalculia and dyspraxia.

The SENDCo is qualified to undertake a range of standardised tests with children. They can use these assessments to add to and inform teachers' own understanding and assessments of a child. These should be discussed with the child's class teacher in the first instance to ascertain why the assessment should be carried out and what information can be used by class teachers to add to the child's education.

Social, Emotional and Mental Health (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressing behaviour. These behaviours may reflect underlying needs. This may encompass, but is not exclusive to, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. Emotional Based School Avoidance (EBSA) is also considered within this broad area of need and specific Hampshire guidance is followed in cases where this is suspected as a primary need.

Behaviour is not classified as SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a Team Around the Child meeting with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to make a referral to CAMHS. School can assist with this process.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by our school Emotional Literacy Support Assistants (ELSAs) who develop good, trusting relationships with the children. Children can also be referred by school to the Primary Behaviour Service in Hampshire to enable further support to be given.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school also has a zero-tolerance approach to bullying and will actively investigate allegations and, if there is cause, work with all parties to improve their social skills.

Physical and Sensory Needs

Sensory needs, which can be hearing loss and/or visual impairment or sensory processing difficulties, can occur for a variety of reasons e.g. congenital conditions (some progressive), injury or disease. The important consideration in this area is the degree to which the difficulties impact on a child or young person's ability to access educational opportunities. Close working with health services is used to understand the extent of a child or young person's specific needs.

Supporting children with medical conditions

The school has a policy for supporting medical needs which is available on the school website. Our staff have regular updates and training, including from the school nurse, on conditions and medication affecting individual children. Consequently, we are able to manage medical situations effectively.

We also recognise that some children may also have needs which impact on their progress and attainment that are **not SEN**. These include:

- Disability exclusively (Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – this alone does not constitute SEN)
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After/Post Looked After Child
- Being a child of a serviceman/woman
- Behaviour as a need does not necessarily describe SEN but can be an underlying response to a need.

Although the school can work alongside families and other professionals to identify some special educational needs across these four broad areas, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Learning Support Assistant. Teachers have full accountability for the progress of all pupils in their class and, as such, aim to spend time each day working with all children with SEND, individually or as part of a group.

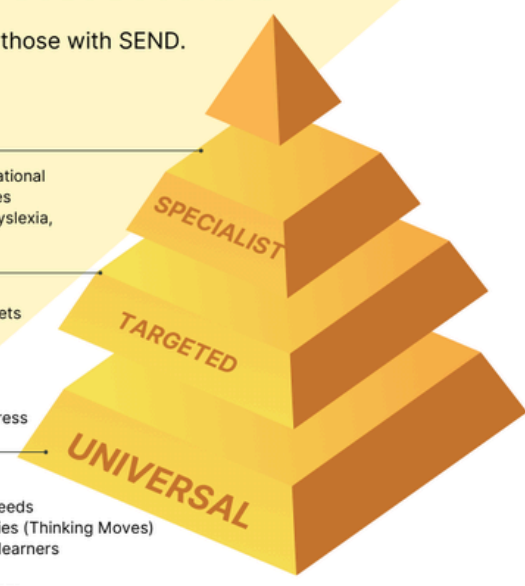
When allocating an additional Learning Support Assistant to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Whole School Provision Map

Pupils receive a range of support according to their emerging needs. Universal provision is ordinarily available for all pupils. Targeted support is used when pupils would benefit from further, specific interventions to support their learning, outside of what is ordinarily available. Specialist support involves working with other agencies where a specific need is supported.

WHOLE SCHOOL PROVISION MAP

The offering available for all pupils, inclusive of those with SEND.

- 
- Visiting external agencies e.g. Physio, Children's Services, Occupational Therapy, Speech and Language Therapy (SALT), Outreach Services
 - Specialist assessments and reports with recommendations e.g. Dyslexia, ASC, ADHD, Health needs
 - Interventions that happen 'in addition to' the curriculum, but to strengthen class teaching. These are focussed using SMART targets from IEPs.
 - Specific adaptations for pupils linked to emerging needs
 - Programmes recommended by OT, SALT, Physio according to specialist level assessment.
 - Adaptations to the physical environment where necessary to address barriers to learning.
 - A regular cycle of Assess, Plan, Do Review
 - Adapted curriculum with appropriate scaffolds to meet learners needs
 - Actively teaching and raising awareness of metacognitive strategies (Thinking Moves)
 - A range of teaching strategies to adapt, stretch and challenge all learners
 - Links to P4C concepts throughout the curriculum
 - Team around the child approach-staff working consistently together
 - Expectations clearly modelled to support learning.
 - Links to prior learning explicitly made /retrieval practice integrated into lessons – Working Walls
 - Flexible groupings according to Assessment for Learning (AfL) and Assessment of Learning (AoL)
 - Celebrations of learning from mistakes to promote growth mindset

Identifying children at SEN Support (SEN Register) – Targeted Support

Staff seek to identify barriers to learning as early as possible and look to meet with parents to discuss their child's needs through regular home communication. Staff use the following approach, with support from the SENDCo, to identify and discuss needs. We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved in planning and reviewing SEND provision for their child.

We take all parental requests seriously and investigate them. Frequently, the concern can be addressed by Universal quality first teaching or some additional support.

Children with SEND are identified by assessment routes which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored and discussed at termly pupil progress meetings. Where children are identified as not making progress in spite of Universal quality first teaching they are discussed with the SENDCo and a plan of action is agreed.
- At this point, the child may be placed on the informal SEN Monitoring List where the SENDCo will monitor academic attainment data and continue to discuss the child's learning with their class teacher. All children who

complete any standardised tests (as mentioned under Cognition and Learning) carried out by the SENDCo will automatically be placed onto this informal SEND Monitoring List.

- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their chronological age
 - Parents sometimes ask us to look more closely at their child's learning.
- We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.
- Class teachers will meet with parents and the SENDCo will also be in conversation with the parents if it is felt that the child would benefit from further targeted support by being placed at SEN Support on the SEND Register.
- An Individual Learning Plan (ILP) will be created in response to this with termly targets which are created and reviewed in discussion with parents. These are sent home termly for parents.

An example ILP which shows how progress is recorded through the use of a colour coded system:

Green = target achieved, with a new linked target set in response.

Amber = target partially achieved, with adaptations made in how we support the child achieve that target.

Red = target not achieved with adjustment to the target considered so that this best suits the pupil's emerging needs.

NORTH BADDESLEY JUNIOR SCHOOL		INDIVIDUAL LEARNING PASSPORT 2022-2023			
Pupil's name:		Date of Birth:		Year group:	
AUTUMN TERM		SPRING TERM		SUMMER TERM	
TARGETS (PLAN/SMART)	PROVISION (DO)	TARGETS (PLAN/SMART)	PROVISION (DO)	TARGETS (PLAN/SMART)	PROVISION (DO)
<i>New skills to be taught</i>	<i>Interventions/frequency of support</i>	<i>New skills to be taught</i>	<i>Interventions/frequency of support</i>	<i>New skills to be taught</i>	<i>Interventions/frequency of support</i>
To spell topic words correctly within their writing.	Word mats and spelling walls with topic words visible. Editing opportunities given to support children in this process. Home spellings linked to topic words. Spelling intervention 3 x weekly.	To use spelling rules to spell more challenging words e.g. through, though. To continue to spell topic words correctly.	Word mats and spelling walls with topic words visible. Editing opportunities given to support children in this process. Home spellings linked to rules. Spelling intervention 3 x weekly.	To use editing strategies to correct spelling errors within their writing.	Word mats, spelling dictionaries, spelling walls to provide support during editing sessions. Pupil conferencing- adult to read writing to the child to support identification of errors.
To recall the 2, 4 and 8 times tables using doubling strategies.	Daily times table practice, using programmes such as Hit the Button and interactive games. Application opportunities in lesson.	To use times table knowledge to solve short multiplication sums.	Daily arithmetic group to support application of learning. In class support. Pre-learning of concept before application to calculations. Questions to be linked to known times tables.	To multiply by two digits using long multiplication.	Daily arithmetic group practice to embed strategy. Review of times tables, adding strategies and multiplying by 10 to support with multiplying by 10s column.
To join letters in a fluid handwriting style, considering ascenders and descenders.	Twice weekly handwriting intervention. Handwriting paper/yellow lined paper in English book to support letter formation when joining. Handwriting prompt card within book.	To join letters in a fluid handwriting style, considering ascenders and descenders.	Three times weekly handwriting intervention. Handwriting paper/yellow lined paper in English book to support letter formation when joining. Editing opportunities with handwriting as a focus.	To continue to develop fluid handwriting style (removing writing supports).	Three times weekly handwriting intervention. Editing opportunities with handwriting as a focus.
AUTUMN TERM REVIEW		SPRING TERM REVIEW		SUMMER TERM REVIEW	
<ul style="list-style-type: none"> Target 1 – They have started to spell topic words correctly on most occasions in their work. However, this target will continue so that correct spelling is evident in a wider range of pieces of work. This target will be adapted with a focus on applying spelling patterns within topic words so that a link between spelling correctly in context can be made. Target 2 – This target has been met as they can now recall the times tables as a result of daily times table practise along with additional learning in class. Target 3 – This target will continue and additional interventions will support them in developing a fluid writing style by joining letters effectively. 		<ul style="list-style-type: none"> Target 1 – This target has continued this term and we are beginning to see X apply some spelling rules when writing topic words. The target will continue to increase the number of spelling rules that they can apply. However, we will also move to X being able to independently edit spelling within their writing. Target 2 – This target has been met and X has been supported through the additional small group and individual interventions put in place. Target 3 – This is a continued target as X can now form letters correctly and consistently on most occasions, but continues to work on fluidity of writing to develop X's writing stamina for independent pieces of work. 		<ul style="list-style-type: none"> Target 1 – This target has been met by giving regular opportunities for X to work both with peers and individually to edit spelling within their work, meaning this aspect of their writing is now mostly accurate within age-related expectations. Target 2 – This target has been met and regular opportunities to over-learn key strategies will be a useful approach moving on to next year. Target 3 – X has been able to meet this target with the removal of writing supports such as yellow lined paper, meaning they have now developed accurate and consistent handwriting. Next year, this should be an early focus to ensure that the progress made with handwriting continues. 	
IN SCHOOL STRATEGIES <i>Adaptation to environment/groupings/resources/prompts.</i>		PARENT/CARER CONTRIBUTION <i>How can the parent help at home</i>		PUPIL CONTRIBUTION <i>How the pupil is going help to meet targets.</i>	
<ul style="list-style-type: none"> Pre-teaching opportunities to support learning of new concepts. In class support- regular check in's from adults. Steps to success to support independence. Word banks, spelling wall and hospital to support with key spellings within writing. Daily arithmetic group to embed four rules of number strategies. Weekly, small reading group with focus on IEP target. 		<ul style="list-style-type: none"> Support with home learning to help child consolidate in school learning. To read 4 x weekly, encouraging child to talk about what they have read. Ask questions about character, setting and plot to encourage inference and develop understanding of text meaning. To support child with recognising spelling of high frequency words- discuss patterns and rules through spelling home learning set. 		<ul style="list-style-type: none"> To use spelling resources within lesson: spelling dictionaries, spelling walls, topic words on learning wall, word banks and previous corrections in books. To read at least 4 times a week. To complete homework tasks to a high standard to help consolidate learning. To follow steps to success to increase independence and accuracy when completing tasks. To learn times tables through programmes such as Hit the Button. 	
Green: target achieved by child		Amber: child beginning to apply their target- needs further embedding		Red: target not met (strategies to be altered to support child in achieving this target)	

The school can implement a range of interventions to support a child's progress. When considering an intervention, we look first at the child's target profile of learning in order that we can select the intervention programme which is best matched to the child. Targets for children at SEN Support are carefully written to ensure these are SMART (Specific, Measurable, Achievable, Realistic and Time bound). Intervention programmes are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCo who monitors overall progress after the intervention.

- Intervention programmes are generally planned in six/eight week blocks.
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. Year leaders and the SENDCo monitor interventions to identify 'what works'.

Removing children from the SEND register

When a child is meeting age related expectations and is consistently achieving their targets, they will be removed from the SEND register and closely monitored by the

school to ensure good progress is maintained. You will be notified through discussion with your child's class teacher and/or SENDCo.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a barrier to learning which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are significantly below their chronological age despite a high level of support at SEN Support.

Parents can also request an assessment for an EHC Plan through Hampshire County Council.

If the application for an EHC Plan is successful, a SEND caseworker will contact parents, school and any health or social care professionals who are involved with the family for further information. They will record the child's strengths, their aspirations as well as the barriers they face. The child will also be able to give their views as part of the process. Following this, Hampshire County Council will produce the EHC Plan.

Adaptations to the curriculum, teaching and Learning Environment

North Baddesley Junior School is easily accessible, corridors are wide and we have two easy access toilets. If children are unable to manage the stairs to a classroom on the first floor, we can ensure they are taught in a ground floor classroom. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.

Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs, and any adaptations to trips would be discussed with parents.

Staff Expertise

All of our teachers are trained to work with children with SEND. All have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house, Hampshire courses or external specialist trainers, provision of books or guidance towards useful websites.

If we identify information we can't access without the aid of additional, more specialist help, the school may be able to buy-in additional expertise from Hampshire County Council. This includes access to Educational Psychologists and Advisory Teachers.

Emotional Literacy Support Assistants (ELSAs)

We have 2 members of staff fully trained as Emotional Literacy Support Assistants (ELSA). A further 3 staff are currently undertaking ELSA training. ELSA support in schools is a 6 week intervention designed to help schools support the emotional needs of their pupils. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed. The initiative was developed and supported by educational psychologists who used knowledge of how children develop socially and emotionally and apply this knowledge to the needs of pupils. A lot of work that ELSAs do will be on an individual basis with one child, however, there are cases where group sessions may be appropriate such as when working on social skills and friendship skills.

Therapeutic Active Listening Assistants (TALAs)

One of the ELSA staff is also trained in TALA. TALA offers an emotionally safe and supportive space in which pupils can explore their feelings and experiences. They are heard by the practitioner on a deep level using active listening. Practitioners listen to a child's views, experiences and feelings without judgement in an atmosphere of respect and empathy based on a secure and trusting working relationship. Sessions typically run in 6 week blocks and sessions offer the child an opportunity to talk about things that concern them. The sessions are one to one and are very pupil led involving play based activities where required.

External Agencies

Where the child has a higher level of need, and with parental permission, the school may need to seek advice from external agencies. These agencies may include:

Educational Psychology Service (EPS)
Speech and Language Therapy Service (SALT)
Primary Behaviour Support (PBS)

School nurse/Paediatric health team/ GPs/
Occupational therapist (OT)
Hampshire Inclusion Team
Hampshire SEND Service
Specialist advisory services (e.g. Visual Impairment (VI) or Auditory Impairment (AI))
Outreach support
Social services

Transition Arrangements

Transition into and within school

We understand how difficult it can be for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional transition meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the lockers are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition Partnership Agreements for Year 6 pupils are held in the spring/summer term of Year 6. The secondary school SENDCo may also be invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND meets with the SENDCo regularly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Hampshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Hampshire's Local Offer is available from the website: [Hampshire's Local Offer for Special Educational Needs and / or Disabilities | Family Information and Services Hub \(hants.gov.uk\)](https://www.hants.gov.uk/family-information-and-services-hub)

It is the information hub for Hampshire children and young people with additional needs and disabilities. It includes information about activities and breaks available for Hampshire children with SEND as well as information for parents about benefits, about how Hampshire aims to support children through education, health and social care.

Equal Opportunities


The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Signed: 
Head Teacher: Lucy Wootten

Date: September 2025

Signed: 
Chair of Governors: James Child

Date: September 2025

