St Anne Line Catholic Junior School

SEND and Inclusion Policy

Policy information

Date of Policy	September 2026
Date last reviewed	September 2026
Frequency of review	Annual, or sooner following significant statutory or local changes
Headteacher	Miss Nathalie Watson
SENCO / Inclusion Manager	Mrs Lisa Short
SENCO qualification	National Award for Special Educational Needs Co-ordination (NASENCO), qualified 2011
Contact	admin@st-anneline-jun.essex.sch.uk

With Jesus, through the St Anne Line Way,
We Love, We Learn, We Share, We Pray.

Context and statutory framework

This policy sets out St. Anne Line Catholic Junior School's approach to identifying and meeting special educational needs and disabilities (SEND), promoting inclusion and securing the best possible outcomes for pupils. It should be read alongside the school's SEND Information Report, Accessibility Plan, Equality information and objectives, Behaviour Policy, Supporting Pupils with Medical Conditions Policy, Safeguarding and Child Protection Policy, Admissions arrangements and Complaints Policy.
The school has regard to the following legislation and statutory guidance:

- Children and Families Act 2014, Part 3;
- Special Educational Needs and Disability Regulations 2014, as amended;
- Special educational needs and disability code of practice: 0 to 25 years (statutory guidance);
- Equality Act 2010;
- Education Act 1996;
- Supporting pupils at school with medical conditions (statutory guidance); and
- current Department for Education guidance relating to SEND and inclusion.

The current SEND Code of Practice remains the statutory 0 to 25 years Code. National SEND reforms announced or consulted upon during 2026 will be reflected in this policy when they become statutory or when revised statutory guidance comes into force.

Our values and principles

Our aim is to ensure the inclusion of all children. We recognise pupils as active partners in their learning and place the views, wishes and feelings of pupils and their parents/carers at the centre of decision-making. We seek to enable pupils and families to participate fully in planning support, understand decisions and contribute to agreed outcomes.

- high aspirations and the best possible educational and wider outcomes for pupils with SEND;
- early identification of barriers to learning and participation;
- high-quality, inclusive teaching and reasonable adjustments;
- a needs-led rather than diagnosis-led approach;
- partnership with pupils, parents/carers and relevant professionals;
- the graduated approach of Assess, Plan, Do, Review; and
- preparation for successful transitions and, as appropriate, adulthood.

Aims of this policy

- To provide a consistent, pupil-centred approach to identifying and meeting SEND.
- To make SEND provision an integral part of whole-school provision and improvement.
- To enable pupils with SEND to participate successfully in learning and wider school life.
- To make reasonable adjustments for disabled pupils and remove barriers to access and participation.
- To work collaboratively with the Local Authority, health, social care and other relevant agencies.
- To maintain appropriate staff expertise through continuing professional development.
- To use the graduated approach and the school's One Plan cycle to plan, deliver and review special educational provision.
- To set appropriate, measurable outcomes informed by assessment, prior attainment, high aspirations and pupil and family views.
- To monitor academic and wider outcomes, including wellbeing, attendance, behaviour and social participation.

Admissions and pupils with EHC plans

The school will not discriminate against disabled pupils in relation to admission because of their disability and will comply with its duties under the Equality Act 2010, including the duty to make reasonable adjustments.

Where the Local Authority consults St. Anne Line Catholic Junior School regarding a proposed placement for a pupil with an Education, Health and Care (EHC) plan, the school will carefully consider the pupil's identified special educational needs, the provision specified within the EHC plan and the school's ability to make the required provision. The school will provide the Local Authority with relevant information and evidence as part of the statutory consultation process. Where appropriate, this may include representations that the proposed placement would be unsuitable for the child's age, ability, aptitude or special educational needs, or that the child's attendance would be incompatible with the provision of efficient education for others or the efficient use of resources.

The Local Authority is responsible for determining whether a school should be named in an EHC plan in accordance with the statutory framework, including the Children and Families Act 2014 and the SEND Code of Practice. The school's consultation response will be considered by the Local Authority as part of that decision-making process.

Where St. Anne Line Catholic Junior School is named in a pupil's final EHC plan, the school will admit the pupil in accordance with its statutory duty.

The SENCO will work with families, previous settings, the Local Authority and relevant professionals to plan appropriate provision and transition. Pupils joining the school who are already at SEN Support or have an EHC plan will have their existing information and provision reviewed promptly. A One Plan will be created or updated, as appropriate, and shared with parents/carers.

Identifying special educational needs

A child has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age.

A pupil will not be identified as having SEN solely because their home language differs from the language of teaching. Factors such as attendance, being looked after or previously looked after, disadvantage, family circumstances or being a child of service personnel may affect progress but do not, by themselves, establish SEN.

Class teachers regularly assess progress and attainment and consider wider development. Concerns may arise where progress is significantly slower than that of peers from a similar starting point, does not match previous rates of progress, does not close an attainment gap, or where barriers are evident in communication, interaction, emotional regulation, sensory/physical development or participation.

Ordinarily Available Provision and early concerns

Not every pupil who needs adaptation or additional classroom support has SEN. Before identifying SEN, the class teacher and SENCO will consider the pupil’s strengths and needs, the quality and impact of teaching, reasonable adjustments and the provision that is ordinarily available to all pupils. Appropriate adaptations and targeted support may be implemented and reviewed before, or alongside, consideration of SEN Support.

Where concerns persist despite appropriate high-quality teaching, adaptation and ordinarily available provision, the school will consider whether the pupil requires special educational provision that is additional to or different from that ordinarily available. Parents/carers and the pupil will be involved in this decision and parents will be formally informed when SEN Support is identified.

The four broad areas of need

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

These areas provide an overview of the range of needs that may be planned for. The school will consider the whole child and will not use the broad areas as labels. A pupil may have needs across more than one area and needs may change over time.

The graduated approach: Assess, Plan, Do, Review

Where a pupil is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place. Decisions and actions will be revisited, refined and revised through a continuous four-part cycle.

Assess

The class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on teacher assessment and experience, previous progress and attainment, wider development, the pupil's views, parents' views and experience, and relevant advice from external services. Assessment will be reviewed regularly.

Plan

Parents/carers, the pupil, class teacher and SENCO, as appropriate, will agree the outcomes sought and the provision, adjustments, interventions and teaching approaches to be used. This will be recorded in the pupil's One Plan and reviewed at an agreed date. The plan will identify responsibility for delivery and how impact will be evaluated.

Do

The class teacher remains responsible and accountable for the pupil's progress and development, including where support is delivered by a teaching assistant or specialist. The teacher will work closely with support staff to link additional provision to classroom teaching. The SENCO will support further assessment, problem-solving and effective implementation.

Review

The effectiveness and impact of provision will be reviewed on the agreed date, normally through the school's termly One Plan cycle and more frequently where need requires. The review will include pupil and parent/carer views and, where appropriate, advice from external professionals. Support and outcomes will be revised in light of progress and development.

Pupil Passports and pupil voice

Pupil Passports are used to capture the pupil's voice and provide staff with concise, practical information about strengths, needs, what is important to the pupil, what helps, and how adults can support them effectively. Where a pupil is identified as needing additional support and monitoring, but their needs do not

currently require a full One Plan, they may be placed on the school's SEN register for monitoring purposes and supported through a Pupil Passport. The Pupil Passport will record the pupil's strengths, identified needs, appropriate classroom strategies and the pupil's own views about how they wish to be supported. Their progress and needs will be reviewed termly by the class teacher, with SENCO oversight, and a One Plan will be introduced if the graduated response indicates that more personalised outcomes, provision and review are required. Pupil Passports complement the school's graduated approach and are reviewed with pupils and updated as needs and views change.

One Plans

Pupils receiving SEN Support and pupils with EHC plans will have personalised planning through a One Plan, as appropriate to the school's Essex arrangements. One Plans will include strengths and needs, agreed outcomes or targets, teaching strategies and reasonable adjustments, provision, responsibilities and review information. Parents/carers will be invited to termly review meetings and the pupil's voice will inform planning.

Working with parents and carers

Parents and carers are essential partners. The school will meet with them at least termly where a pupil has a One Plan, review progress together, share targets, agree next steps, listen carefully to their views, share relevant professional reports and maintain appropriate communication. Parents and carers are encouraged to contact the SENCO whenever they have concerns about SEND provision.

Approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality, inclusive teaching, appropriately adapted to meet individual needs, is the first response to pupils who have or may have SEND. Additional interventions and support will be selected according to assessed need and evidence of likely effectiveness.

The school describes its graduated provision through three complementary levels: Universal Support, Targeted Support and Specialist Support. These levels are not fixed categories; support is matched to assessed need and may change over time.

Universal Support

All pupils have access to high-quality teaching, adaptive teaching, carefully planned lessons, visual timetables where helpful, scaffolded learning, flexible grouping, pre-teaching and overlearning, retrieval practice and access to technology where appropriate.

Targeted Support

Some pupils require additional, time-limited or ongoing targeted provision alongside universal support. Targeted support is selected according to assessed need and its impact is reviewed regularly.

Specialist Support

Where required, the school works with relevant external professionals and services so that specialist assessment, advice and recommendations can inform provision and review.

Provision is matched to assessed need and may include, but is not limited to: precision teaching; targeted reading and comprehension support; phonics catch-up; targeted mathematics and number interventions; speech and language programmes; social stories and visual supports; emotional literacy and social skills

support; fine-motor and handwriting interventions; sensory or regulation support; nurture provision, including The Beehive; pre-teaching and overlearning; adapted resources; assistive technology; and individual or small-group teaching. This list is illustrative rather than exhaustive. Provision will be selected according to the pupil's identified needs, reviewed regularly and adapted in response to evidence of progress and impact.

Additional support should, wherever appropriate, promote access to and participation in the classroom and wider curriculum. Deployment of support staff will be planned to develop pupil independence as well as provide necessary support.

External specialists and agencies

Where progress remains a concern, or where specialist assessment or advice is required, the school may seek involvement from relevant external services. Parents/carers will normally be involved in discussions about such referrals and the school will follow applicable consent, safeguarding, information-sharing and statutory requirements. Advice received will be considered alongside school assessment and incorporated into planning where appropriate. Depending on need, this may include Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, the School Nursing Team, Community Paediatricians, Specialist Teachers, Essex SEND Operations, Family Solutions and Social Care.

Education, Health and Care needs assessments and EHC plans

Parents/carers, young people and schools may request that the Local Authority carries out an Education, Health and Care needs assessment in accordance with section 36 of the Children and Families Act 2014. The school will provide relevant evidence and will work with the family and Local Authority throughout the process. Where an EHC plan is in place, the school will use its best endeavours to secure the special educational provision specified in the plan and will participate in statutory review arrangements.

Removal from the SEN register

Where evidence shows that a pupil no longer requires special educational provision that is additional to or different from that ordinarily available, the school may remove the pupil from SEN Support following review and discussion with parents/carers and the pupil. Parents/carers will be informed. Progress will continue to be monitored through normal school assessment arrangements and, where useful, through a Pupil Passport or monitoring arrangements.

Emotional wellbeing

The school recognises that emotional wellbeing is fundamental to successful learning. Depending on individual need, support may include a trusted adult, check-in/check-out arrangements, social skills groups, emotional literacy interventions, nurture provision, Zones of Regulation, sensory breaks, calm spaces and individual behaviour support. Provision is reviewed and adapted according to impact and need.

Pupils with medical conditions

The school will support pupils with medical conditions so that they can access education, including school trips and physical education, as fully as possible. Individual healthcare plans will be developed where appropriate in collaboration with parents/carers, the pupil and health professionals. Where a pupil also has SEND or a disability, medical arrangements will be coordinated with SEND provision and reasonable adjustments.

Accessibility

The school continually works to improve accessibility and remove barriers to participation. This may include adapted classrooms, accessible toilet facilities, ramps where appropriate, reasonable adjustments, specialist equipment and visual supports. Further detail is set out in the school's Accessibility Plan.

Training and resources

Resources are allocated according to identified need and reviewed as needs change. This may include targeted or hover teaching-assistant support, small-group teaching, specialist programmes, intervention resources, assistive technology, adapted resources and specialist equipment. The SENCO maintains professional knowledge through relevant networks, training and professional development and supports staff to develop their SEND expertise. Staff training is updated according to school and pupil need and may include autism awareness, speech and language, dyslexia, adaptive teaching, emotional wellbeing, safeguarding, trauma-informed practice, medical needs and positive behaviour support.

Transition

The school plans carefully for transition into Year 3, between classes, for mid-year admissions and from Year 6 to secondary education. For pupils with SEND, information will be shared appropriately with receiving or previous settings and enhanced transition arrangements will be considered where needed. For pupils with complex needs or EHC plans, this may include additional visits, multi-agency meetings, staff training and a personalised transition plan.

Where helpful, transition support may include visual timetables, transition booklets, social stories, additional visits and opportunities to rehearse new routines.

Funding

SEND provision in mainstream schools is funded through the school's delegated resources and, where applicable, additional high-needs funding determined through Local Authority arrangements. The school will deploy resources to meet assessed need and will seek additional funding or support through the relevant Local Authority process where appropriate.

Personal budgets

Where a child or young person has an EHC plan, parents/carers or the young person may request a personal budget in accordance with the statutory framework. Any direct payment or personal budget arrangements will be agreed through the Local Authority process.

Roles and responsibilities

Governing Body

- Use its best endeavours to ensure that pupils with SEN receive the support they need.
- Work with the Headteacher and SENCO to determine the strategic development of SEND policy and provision.
- Ensure the school meets its statutory duties, including duties under the Equality Act 2010.
- Monitor the effectiveness and impact of SEND provision and the appropriate use of resources.
- Have regard to pupil and parent/carer views.

Headteacher

- Take overall responsibility for the day-to-day management of all aspects of the school's work, including SEND provision.
- Work with the SENCO and governing body on the strategic development of SEND policy and provision.
- Ensure that SEND is integral to school improvement and that staff have appropriate capacity, training and support.

SENCO

- Oversee the day-to-day operation of this policy and coordinate provision for pupils with SEND.
- Advise colleagues on the graduated approach and high-quality inclusive teaching.
- Oversee and support the quality of One Plans, Pupil Passports, provision records and SEND information.
- Liaise with parents/carers and pupils and act as a key point of contact for external agencies.
- Support transition between phases, classes and settings.
- Monitor the impact of SEND provision and interventions and report to senior leaders and governors.
- Lead the development of SEND provision as an integral part of school improvement.
- Work with the Headteacher and governors to support compliance with Equality Act duties, including reasonable adjustments and accessibility.

Teachers and support staff

- Know and follow this policy and the school's procedures for identifying and meeting SEND.
- Teachers remain responsible and accountable for the progress and development of pupils in their class.
- Plan and deliver high-quality, inclusive teaching and appropriate adaptations.
- Implement and review agreed One Plan outcomes, strategies, reasonable adjustments and provision.
- Work collaboratively with the SENCO, support staff, parents/carers, pupils and relevant professionals.
- Support staff work under the direction of teachers and contribute observations and evidence to the Assess, Plan, Do, Review cycle.

Monitoring and evaluation

The school will evaluate SEND provision through teacher assessment, National Curriculum assessment, the Insight assessment system, intervention tracking, provision mapping, standardised assessments where appropriate, learning walks, book scrutiny, One Plan reviews, pupil and parent/carer voice, attendance and participation information, transition outcomes and other relevant evidence. Interventions and provision are reviewed regularly to ensure that they are effective. Findings will inform staff development, resource deployment and school improvement priorities.

Complaints

Concerns about SEND provision should normally be raised with the class teacher and/or SENCO in the first instance. Formal complaints will be considered under the school's Complaints Policy. Parents/carers may also seek independent information, advice and support from the local SEND Information, Advice and Support Service (SENDIASS).

Rights-respecting and inclusive ethos

At the heart of the school's inclusive ethos is the principle that the best interests of pupils are a primary consideration and that children have the right to express their views in matters affecting them and to have

those views taken seriously. The school promotes a community in which pupils and adults learn about rights, respect the dignity of others and participate actively in school life.

Review of this policy

This policy will be reviewed annually and sooner where there is a significant change to legislation, statutory guidance, Local Authority arrangements or school practice. In particular, the school will review the policy when revised national SEND statutory guidance arising from the current reform programme comes into force.

St Anne Line Catholic Junior School is a level one Rights' Respecting school. At the heart of our school is the Convention for the Rights of the Child (CRC). This is evident in our planning, policies, practice and ethos.

• Standard A: Rights-respecting values underpin leadership and management The best interests of St Anne Line pupils are a top priority in all actions. The values and principles of the CRC at the heart of this policy.

• Standard B: The whole school community learns about the CRC The Convention is made known to children and adults. They use this shared understanding to work for global justice and sustainable living.

• Standard C: The school has a rights-respecting ethos Children and adults collaborate to develop and maintain a rights-respecting school community, based on the CRC, in all areas and in all aspects of school life.

• Standard D: Children are empowered to become active citizens and learners Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. St Anne Line pupils develop the confidence, through their experience of an inclusive rights-respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally.