



Race Leys
Junior School

Race Leys Junior School SEND Information Report and Policy

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Reviewed Annually

Contents

The Objectives of the Policy.....	3
Co-ordinating provision	4
The SEND Governor	4
The Special Educational Needs Co-ordinator (SENDCO).....	4
The Head of School	5
The class teacher	6
The SEND Support Staff.....	6
Admission arrangements	6
Identification and assessment.....	7
Request for Statutory Assessment.....	7
Partnership with families	8
Special Needs Documentation.....	9
Supporting children with English as an additional language	9
Nurture Provision	10
Complaints Procedure	10

At Race Leys Junior School, our appointed SENDCo is Miss Foster and she can be contacted via the admin team at admin2615@welearn365.com.

Context

The SEND code of practice for Special Educational Needs (2015) requires that all students should be given the opportunity to achieve their full potential and have access to a broad and balanced curriculum regardless of ability.

A student or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A student 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.
- Has a disability which prevents or hinders him or her from making use of facilities provided for others of the same age in mainstream schools.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for students of the same age in a mainstream school.

Everyone at Race Leys Junior School is committed to providing the conditions and opportunities to enable any student with SEND to be fully included in all aspects of school life. It is the aim of the school to instil an environment which creates awe and wonder and bespoke independent learning spaces which encourages the social, emotional and mental health needs of children. Meeting individual needs is the responsibility of all staff. A whole school holistic approach is essential to enable all students with SEND the full opportunities a GST school has to offer.

We are a community-based school and pride ourselves on the leadership positions that our SEND families uptake at a student and adult level. This includes PLT, JLT and Head Griffins. Our mantra is that we include families of SEND into our school and not just the students themselves.

The Objectives of the Policy

At Race Leys Junior School, we promote a happy and relaxed atmosphere with an emphasis on positive and effective learning behaviours. Our unique environment in school enables students with special needs to feel safe and secure. In order to meet the special educational needs of our students at Race Leys Junior School we must:

- Ensure the identification of all students requiring SEND provision is made as early as possible in their school career so that appropriate provision or intervention can be made and their attainment raised.
- Plan an effective creative curriculum to meet the needs of the students with special educational needs and ensure that the targets set on Individual Education Plans are specific, measurable, realistic and time related.
- Involve students and their families in the process and review of target setting identified in their Individual Education Plans.
- Work in close partnership with, and involve families of students who have special educational needs so that we can work together to support them.

- Ensure that all who are involved with students are aware of the procedures for identifying their needs and how best to support them.
- Work in close partnership, where appropriate, with outside agencies to support the needs and provision for students who have special educational needs.
- Use a variety of teaching styles, and cater for different learning styles to allow students with SEND to access the National Curriculum.
- Use resources effectively to support students with SEND.
- Assess and keep records of the progress of students with SEND.
- Encourage active involvement by the students themselves in meeting their needs.
- Provide on-going training for all staff working with students with SEND.
- Use the graduated approach to SEND teaching involving a cycle of assess, plan, do and review.

Co-ordinating Provision

Governance oversight:

Governance at Race Leys Junior School is enacted through the North Warwickshire Schools' Improvement Board, which is chaired by a GST CEO. This board has governance responsibility and oversight of SEND at Race Leys. They have regular contact with the SENDCO and the Senior Leadership Team within the school to keep up-to-date with, and validate the school's self-evaluation of its SEND provision.

The special educational and disability needs co-ordinator (SENDCo):

The SENDCO is responsible for the arrangements for SEND provision throughout the school. In line with the recommendations in the New SEND Code of Practice 2015, the SENDCO (with the pastoral team) is responsible for:

- The early identification and assessment of students with possible special educational needs, the provision of appropriate and effective support and intervention, the ongoing monitoring of the attendance of all students with identified needs and their achievement and the well-being of those learners.
- As a member of the SLT, within the school, the SENDCO is responsible for leading developments in teaching, learning and assessment to meet the needs of students with additional needs, to ensure that quality first teaching in every classroom enables all SEND students to access and engage with the curriculum effectively and to make accelerated progress in all areas.
- The SENDCO will lead a team of specialist staff, providing direction regarding targeted support, guidance and CPD for the team as required and regularly evaluate the impact of actions taken in order to revise and develop provision as required.
- This will be reported to the Head of School and the Improvement Board on the SEND profile across the school, the allocation of the SEND budget and impact of this spend as well as the implementation of SEND policy and progress and attainment of all students with identified SEND needs.
- The SENDCO has the strategic overview and responsibility of the of SEND policy and coordination of specific provision implemented to support individual students with SEND, including those who have EHC plans.
- The SENDCO will provide professional guidance to colleagues and will work closely with staff, families and other external agencies in keeping with the requirements detailed in the DfE Working Together 2018 publication.

- The SENDCO, along with the Inclusion Manager, will coordinate a team of Early Help trained staff in school. These will work with professionals providing support to families to ensure that all students with an identified need and their families receive appropriate and timely support from the relevant agencies.
- Act as the Autism Lead Practitioner in school.

The wider responsibilities of the SENDCo include:

- Advising on the graduated approach to provide SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaising with families of students with SEND or suspected SEND.
- Liaising with infant school partners, other feeder schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a student and their family are informed about options and a smooth transition is executed.
- Working with the Head and School and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

The Head of School:

The Head of School will be responsible for:

- Overseeing the implementation of the special educational needs policy with the SENDCO.
- Working closely with the SENDCo.
- Liaising with the Improvement Board.

The class teacher:

Every class teacher at the school is responsible for:

- Being aware of the school's procedures for identifying, assessing and making provision for students with special educational needs.
- Integrating students fully into the class routines and the classroom environment. Making any necessary amendments.
- Planning and differentiating the work for all.
- Meeting with families and students each term to review and set new I.E.P. targets.
- Ensuring that I.E.P.s are sent home and copies given to the SENDCo, both the new and reviewed I.E.P.s for monitoring purposes.
- To create with the student a one page pupil profile which is reviewed regularly.
- Half termly review of attainment and progress are undertaken with SLT.
- Passing on all relevant pupil information to the next teacher to ensure a seamless transition.

The SEND support staff:

The school employs additional adults to support the SENDCo in delivering learning programmes to children with SEND throughout the school. We are privileged to have a

SEND assistant who works closely alongside the school SENDCo. Our pastoral team, which are highly trained, deliver specialist interventions to students with SEND throughout the school. Records of interventions are rigorously kept and analysed to ensure the effectiveness of each intervention is evaluated. We pride ourselves on the support that we not only offer our children but also the support we offer our families which includes a Family Support Worker and a Creative Therapist.

Through quality first teaching, and well-planned differentiated lessons, we ensure that we meet the needs of all students. All staff play an important role in the setting and reviewing of targets for I.E.P.s and are present during I.E.P. and annual reviews. Children with statements of SEND, or with Education, Health and Care plans, may be supported on an individual basis by SEND support staff employed by the school from the funding delegated by the LA for this purpose.

Ongoing support provided for student's mental health including the expertise of our pastoral team and the external support of Sycamore counselling for students who are struggling with ACE's. Each classroom is equipped with regulation stations so that students can regulate their emotions successfully.

For a full overview of our SEND provision please take a look our local offer provision map which is available on our website.

Admission Arrangements

Normal admission arrangements apply. The admission policy is based on agreed Warwickshire policy. We strive to be a fully inclusive school in which all students are treated according to their needs and in line with the school's policy for equality of opportunity. Where a student has a particular need, reasonable adjustments are made to ensure the student's needs are fully met.

The SEND provision at Race Leys Junior School is based upon the current Inclusion statement, which emphasises the importance of providing effective learning opportunities for all students to fully access the national curriculum.

Identification and Assessment

At Race Leys Junior School, we accept the principle that students needs should be identified and met as early as possible. When a student starts school with a previously identified special educational need, the SENDCo and Head of school decide upon the allocation of provision which the school is able to provide.

The transition lead liaises with all feeder schools, infant and secondary, which takes place throughout the year, building strong relationships and a smooth transition. Throughout the school, the progress of all students is collected and analysed half termly and is discussed through children achievement team meetings to ensure that each student is able to achieve 100%. We are committed to maintain the high expectations that our SEND student outperform our non-SEND students.

In the event that interventions do not have the intended outcomes, this is highlighted through our monitoring system and the SENDCo will seek help from external providers and the child may be added to the SEND register. These specialists can include an Educational Psychologist, the School Nursing Team, or specialist teachers from the Local Authority's STS

(Specialist Teacher Service). With their help, strategies which are additional to or different from their peers will form the basis of future I.E.P.s.

Our specialist pastoral team identify and support children who may need extra provision in place linked to mental health and wellbeing, dyslexia, speech and language and social skills interventions. They lead a whole school approach to supporting wellbeing through Thrive to improve attendance, behaviour and attainment.

Families play a particularly important role and their understanding is essential when seeking for specialist help. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made with external agencies will be made via pastoral team.

Termly Catch Up With The SENDCo sessions are provided to families of SEND students to provide the opportunity to deepen their knowledge and support early intervention.

The engagement model will be used by teachers as an assessment tool for students working below key stage. The engagement model is statutory from September 2021.

Request for Statutory Assessment

To further support students, the Head of School and SENDCo may request the Local Education Authority (LEA) to make a statutory assessment of the student's SEND need.

In accordance with the SEND Code of Practice, all referrals must be made using the standard referral form and all sections must be completed. Depending on the nature of the referral being made, additional documentation may be required.

If the LEA agrees, it collects information from all the professionals involved with the student. From this, they decide whether the student needs an Education, Health and Care Plan (EHC) to meet their needs.

An Education, Health and Care Plan is a legally binding document which sets out the provision the student must receive to meet his/her SEND need. The LEA may provide the school with additional funds to cover the costs of this provision, which may be used for specialist support and or specialist equipment.

Each year the school must also hold an Annual Review. The SENDCO will organise these reviews and invite;

- The student's family
- The student if appropriate
- The class teacher
- The Head of School
- Any other professional the SENDCo considers appropriate

The Aim of the Review

- Assess the student's progress in relation to the objectives on the Education, Health and Care Plan.
- Review the provision made to meet the student's needs as identified in the Education, Health and Care Plan.

- Consider the appropriateness of the existing Education, Health and Care Plan in relation to the student's performance during the year, and whether to cease, continue or amend it.
- If appropriate to set new objectives for the coming year.

In year 6 secondary transition reviews, feeder schools will be invited to attend in order to plan appropriately for a smooth transition into the new school year. It also gives families the chance to liaise with teachers from the receiving school.

Within the time limits set out in the code of practice, the SENDCo will complete and share the annual review forms and any supporting documentation with the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend or cease an Education, Health and Care Plan.

Partnership with Families

We actively encourage all of our families to support their child through positive attitudes.

We inform families if a student is added to the SEND register, so that they are fully involved in their child's learning programme and intervention plans. We also include families and the children themselves when making the decision to remove students from the SEND register.

Special needs documentation

The following documentation is collected for students with special educational needs:

- Reports and assessments that have been conducted by an outside agency
- Individual Education Plans
- Records of intervention programmes
- Student attainment and progress data
- Behaviour logs (CPOMS)
- Personal development information

Supporting Children with English as an Additional Language

All students whose first language is not English are recorded on our EAL register. After initial assessment, those students are supported according to their needs through a combination of 1:1, small group work and targeted teaching in the classroom. Assessment routines are utilised by teachers and supported by the SENDCo upon admission and routinely thereafter. Each classroom is language rich, to support their first language. CPD opportunities for staff to enable them to develop their understanding regarding how to best support EAL students. Communication is a key feature, where letters can be adapted to other languages if families require this support. Due to our diverse curriculum, all cultures and heritages are celebrated and discussed.

Role and Responsibilities of the Designated Teacher

The Designated Teacher should:

- Be an advocate for Looked After Children



- When new to the school, ensure a smooth and welcome induction for the child and carer
- Ensure that a Personal Education Plan (PEP) is completed. This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies. • keep PEPs and other records up to date, particularly in time to inform review meetings
- Ensure that each child in public care (if they wish) has an identified member of staff that they can talk to (this should be based on the child's request, and may not necessarily be the Designated Teacher)
- Co-ordinate support for the child in the school and liaise with other professionals and carers as necessary
- Ensure staff receive relevant information and training
- Ensure confidentiality for individual children and only share personal information on a need-to-know basis
- Provide written information to assist planning/review meetings and ensure attendance on behalf of the school.
- Ensure that the child and carer(s) receive early notification of meetings, parents evenings and other events and that communication remains regular
- Encourage Looked After Children to participate in extra-curricular activities and out of hours learning, where feasible
- Provide quick transfers of information between individuals and other relevant being excluded.

Nurture Provision

To ensure every child can thrive within our school environment, we have developed a short-term nurture setting specifically designed to support children whose additional needs currently prevent them from fully accessing our mainstream classrooms. This provision forms part of our graduated response to inclusion and intervention.

The nurture setting offers a structured, supportive environment where children can develop the emotional, social, and behavioural skills necessary to successfully transition into the mainstream classroom. It is a short-term, targeted intervention tailored to the needs of each individual child.

This setting is only used in cases where a child's needs are such that remaining in the mainstream classroom full-time would present a significant risk of suspension or exclusion. Our goal is to provide early and proactive support to prevent escalation and promote successful reintegration. We work closely with families, outside agencies, and internal staff to review each child's progress regularly and ensure a clear pathway back to mainstream education.

Complaints Procedure:

If families believe that their child has a learning difficulty or behavioural issue at school, which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support, they should raise their concerns with the pastoral team who liaise with the school SENDCO. Most concerns will be resolved in this way. If parents still feel dissatisfied, they may choose to raise their concerns with the Head of School. If this does not rectify the situation, then their concerns can be raised with the EHT of the school with the final step being in writing to the school

Improvement Board. This would be by submitting these concerns confidentially to the school office CO: Chair of the SIB.

Families may ask the LEA to conduct a statutory assessment of their child at any time. The LEA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LEA will then inform the families. If the families disagree with the decision, they have the right to appeal to the SEND Tribunal within two months of the decision being made.

If the LEA makes a statutory assessment but decides at the end of that process not to issue an Education, Health and Care Plan for the student, the families again have the right to appeal to the SEND Tribunal.