Pocklington Junior School

Honesty, Engagement, Ambition, Resilience, Teamwork
T: 01759 302 224 | E: admin@pocklingtonjuniors.co.uk
65 Kirkland Street, Pocklington, York, YO42 2BX

Pocklington Junior School Local Offer 2026-27

Updated September 2026

What are the following contact details for the school?

	Special Educational Needs Coordinator (SENDCO)	Special Educational Needs (SEN) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?
Name	Miss Sophie Kirk	Mr Jake Reeves-Kemp	Headteacher Mrs Kelly Foxton
Contact number	01759 302224	01759 302224	01759 302224
Contact email	admin@pocklingtonjuniors.co.uk	Contact school	admin@pocklingtonjuniors.co.uk
Address	Pocklington Junior School 65 Kirkland Street Pocklington YO42 2BX	Pocklington Junior School 65 Kirkland Street Pocklington YO42 2BX	Pocklington Junior School 65 Kirkland Street Pocklington YO42 2BX

What is the ethos of the school regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

As a school, we believe that every child has their own needs. Our staff think carefully when planning for any child, and for children with Special Educational Needs or Disabilities, this is no different. For SEND pupils, we will consider every possible way to ensure that they have access to every area of the school and its curriculum.

Because of this approach, we are able to provide quality enjoyable learning experiences that enable everyone to reach their potential within a stimulating, safe and happy environment.

What policies should the school signpost, in relation to children with SEND?

SEND Policy
Accessibility Plan
Anti-bullying Policy
Health and Safety Policy
Safeguarding Policy
LAC/PLAC Policy
School website: www.pocklingtonjuniors.co.uk Tab 'Helpful Info' and then to 'School Policies'

Wonder Learning Partnership is a charitable company limited by guarantee, registered in England and Wales with Company Number: 10518602

How many children do you have on roll? 251

How does the school identify and assess Children and Young People with SEND?
Children with SEND require support that is additional to and different from the support all other children get. As a school we have a large range of interventions and activities that are used to support learning. These are our 'Core Offer' and are available to all. Children with SEND require more specialised and individualised support and for this reason require Special Educational Needs Support in School (SENSS). KS1 data is collected from all feeder schools and used to inform provision. Data from children joining us part way through KS2 is also collected. Transition meetings are held between the SENDCo of our school and feeder schools to ensure support can continue, where possible.

Concerns about the progress of a child can be raised, initially to class teachers and then to the SENDCo, by other teaching staff, parents or children themselves. Concerns will be explored and further assessment may take place, where necessary. Provision will then be allocated based on the outcome of these assessments.

The progress of all children is closely monitored and when pupils are not making the expected level of progress this will be investigated. Strategies will then be implemented to accelerate progress.

We realise that not all children may need support academically and have a wide range of interventions across every area of need to support all children that need it.

We have a wide range of diagnostic tools to assess children in school across all four of the board areas of need (cognition and learning; social, emotional and mental health, communication and interaction, sensory and physical needs)

How do you evaluate the effectiveness of provision for Children and Young People with SEND?
We have a range of ways and questions we ask when assessing the impact that an intervention has made. These include:

- Comparison baseline assessments to final assessments.
- Measure improvements in other standardised tests.
- Measure impact provision has had on classroom work. This is done by looking for examples where intervention work is seen to be being applied to class work.
- Discussions with pupils themselves about their own learning.
- Professional judgement by teachers and Teaching Assistants about the progress that children are making as a result of the provision is always considered.
- Other qualitative measures such as social and emotional assessment scales and surveys.

How do you assess and review progress of Children and Young People with SEND?
Informal monitoring of children's progress is carried out on a daily basis in lessons and interventions. Lessons and interventions are constantly adapted to meet the needs of all children, following informal assessments. Data for all children is collected on at least a termly basis in the three core subjects - reading, writing, maths. As above, children not making expected progress are investigated and provision changed. Individual targets that are set for SEND children are reviewed constantly and new targets set and provision changed. Additional assessments may be carried out by the SENDCo and recommendations acted upon. As stated, progress measured may not be academic but may be socially and emotionally for example.

Any pupil with an Education, Health and Care Plan (EHCP) has a formal Annual Review Meeting in which progress is discussed and targets set for the next academic year. Parents, and all professionals involved, are invited to attend and contribute. The views of the child are also included.

Who are the best people to talk to in your school about a child's with Special Educational Needs or disabilities (SEND)?

If your child is already a pupil in our school, the first point of reference is always your child's class teacher, this can also be discussed with the SENDCo. All children on our Additional Needs Register are able to contact the SENDCo through the school agreed procedures. We welcome and actively encourage parent/carer involvement in supporting their child.

What are the different types of support available for children with SEND in your school?

Pocklington Juniors offers an excellent range of support and intervention programmes designed to cater to the diverse needs of every student, ensuring that each pupil receives the personalised support they require to thrive holistically. We have an extensive range of support/intervention tools and programmes in order to assist children who require support. We have 4 levels of support within school knows as: Wave 1 (Classroom teaching), Wave1+ (Additional classroom support), Wave 2 (A specific SEND need) and Wave 3 (EHCP in place).

The progress of all children is closely tracked and extra support may be put in to increase progress. This support is part of our Core Offer. In addition, children may receive small group work, individual support, teaching assistant support, catch up interventions, ELSA support, Play Therapy or other programmes of support as required. Individual recommendations made by the SENDCo are implemented by class teachers and teaching assistants when working with the child. Some pupils will receive in class support from additional adults. Children with SEND have more individualised support to ensure they progress well. Further support is also available through a variety of outside agencies that we work with.

How does the school ensure all staff are aware of and understand a child's SEND?
The class teacher and SENDCo work together to set targets for children with SEND. The class teacher will then share and discuss these targets and the associated needs of the child with all relevant adults that work with the child. The school has an Additional Needs Register which is updated constantly. Whole school training for children with particular needs (e.g. Medical needs/Autism/ADHD) is carried out so that staff are fully aware of all children's needs.

How does the school let a parent/ carer know if they have any concerns about their child's learning?
Parents of children with SEND are invited to parents' evening to discuss the progress of their child, they have a double slot at parents' evening so that this can be in more detail.

In addition to this staff may contact parents in one of the following ways:

- Email
- Telephone
- Letters
- Arrangement of additional meetings

As a school we offer an 'open door' policy and welcome dialogue and contact with parents/carers.

How is support allocated to children with SEND?
We provide a graduated response to support children with SEND. Provision is allocated according to need and follows an 'assess, plan, do, review' process. We conduct a range of specially bought, 'in house' assessments, to ensure need is met accurately.

On entry to our school (Year 3), children are assessed and transition information is passed to us from our feeder schools to best inform decisions on children's needs.

Pupils are screened throughout their time at PJS to determine whether they require access arrangements for assessments, which supports the needs for access arrangements for the Statutory Assessment Tests (Year 6 SATs). Throughout their time at PJS, but specifically in Year 6, information is gathered and, where necessary, further assessments are completed to determine whether or not pupils meet the criteria set by the government. Arrangements are made for those pupils who do satisfy the criteria. Parents/carers of pupils requiring access arrangements are informed by the class teacher or the SENDCo in advance of the tests.

How does support move between the key stages?

As we are a junior school, we have no transition between key stages within our school. We work very closely with our partner infant school and our local secondary school. We have a transition programme and children visit the partner schools on a number of occasions.

In addition to this, we meet staff from partner schools to discuss children on an individual basis to ensure all necessary information is passed on. The SENDCOs of all three schools meet at the end of every academic year to share information specifically on the children with SEND.

Which other people and organisations provide services to children with SEND in your school?

We have a range of specially bought, in house assessments which we use to assess specific need. We also make referrals to the following agencies:

- *Youth and Family Support Service (YFSS)*
- *Children's Centre*
- *Educational Welfare Service*
- *Educational Inclusion Service*
- *Virtual School*
- *Educational Psychology*
- *Occupational Therapy*
- *GP*
- *Speech and Language Therapy Service (SALT)*
- *Sensory and Physical Teaching Service (SAPTs)*
- *Autistic Spectrum Condition (ASC) Practitioner*
- *EHASH*
- *SEND Team – East Riding*
- *Child and Adolescent Mental Health Service (CAMHS)*

We would also refer to any other necessary agencies, not currently on this list.

What training have staff received to support children with SEND?

Training is provided for staff in conjunction with our MAT. Training needs of staff are identified and addressed at an individual or whole school level. Teachers and teaching assistants also have access to training in house to address a range of barriers to learning such as dyslexia, autism, speech and language difficulties and social and emotional difficulties. Training opportunities are on-going. All staff have completed the appropriate Safeguarding and Child Protection training.

How will teaching be adapted for a child with SEND?

All class teachers deliver quality first teaching and lessons are differentiated to meet the needs of children in the class. Additional adjustments are then made so that both the academic and pastoral needs of the pupils with SEND are met, thus allowing them to meet their potential and make progress.

Additional support may be in the form of, for example:

- Adaptations to the learning environment
- Small group and one to one interventions
- In class support
- Making other changes to the curriculum

Providing resources to support learning such as wobble cushions, fidgets, chewbuddies etc.

What support is available for parents/ carers of a child with SEND?

All staff in school are available to support parents and carers.

Within school, we run coffee mornings to allow parents atime to informally discuss matters in school. We also have an ELSA who is available to speak to parents about emotional/behavioural concerns that they may have. The SENDCo has an open-door policy and welcomes: calls, emails and meetings with any parent or carer.

We offer a page on our website for parents/carers which signposts to local information and workshops etc. to support various SEND needs and try to run training events for parents/carers in school. Previous events have included training on anxiety and mental health, for example.

We can also signpost parents to the following services:

- Youth and Family Support Service (YFSS)

- Children's Centre
- Educational Welfare Service
- Integrated Specialist Public Health Nursing Department
- Educational Psychology
- GP
- Occupational Therapy
- Speech and Language Therapy Service
- Sensory and Physical Teaching Service (SAPTs)
- Child and Adolescent Mental Health Service (CAMHS)

We would also signpost to any other necessary agencies, not currently on this list.

How is the school's physical environment accessible to children with SEND?

The school can be accessed by wheelchair users. There is a toilet for those with disabilities. The school has a disabled parking bay. Specialist equipment for pupils with visual and other physical impairments can be accessed through the Sensory and Physical Teaching Service (SAPTs) and Occupational Therapy. Resources in school can be modified to meet pupils' needs. We always endeavor to go the extra mile and support children's physical needs where possible – for example, the use of a wobble stool or writing slope. We also have a small sensory space.

What facilities are available for children with SEND in the school?

All children have access to our ELSA support. If any child has worries or problems, they can access support this way. During outdoor play times there are a range of areas in the playgrounds and different activities available. Games are organised by our play coordinator.

During play times, indoor and outdoor games are organised by our lunchtime staff.

How will children be supported during transitions?

Pocklington Junior School works very closely with our partner infant school and our local secondary school. We have a transition programme and children visit the partner schools on a number of occasions and a variety of specialist transition support is put into place.

In addition to this, we meet staff from partner schools to discuss children on an individual basis to ensure all necessary information is passed on. The SENDCos of all three schools meet at the end of every academic year to share information specifically on the children with SEND.

At the end of every academic year, data and academic records are passed to the next class teacher. In addition to this, class teachers meet to discuss the specific needs of all children as they move up the school to a new teacher. Individual targets that SEND children have are discussed and evaluated so the teaching staff can work together to set new targets for the following academic year.