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Wonder Learning Partnership
Educate | Empower | Engage | Enrich

Pocklington Junior School

Honesty, Engagement, Ambition, Resilience, Teamwork

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SEND Guidance 2026-2027

This guidance is applicable to: Pocklington Junior School, as part of the Wonder Learning Partnership (WLP)

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A Policy to promote the successful inclusion of pupils with Special Educational Needs and Disabilities at Pocklington Junior School.

Staff and Contact Details

Staff Role	Name and contact details
Special Educational Needs Coordinator (SENDCo) and Designated Teacher for Pupils in Local Authority Care.	Miss Sophie Kirk 01759 -302224 sophie.kirk@pocklingtonjuniors.co.uk
Head of School	Mrs Kelly Foxton 01759 -302224 kelly.foxton@pocklingtonjuniors.co.uk
Safeguarding Lead	Mrs Kelly Foxton 01759 -302224 kelly.foxton@pocklingtonjuniors.co.uk
Link Governor for SEND	Mrs Sandra Burley Contactable via the school telephone number

Our beliefs and values

At Pocklington Junior School, children with Special Educational Needs and Disabilities (SEND) are an integral part out our school community. The School aims to be a happy, caring, learning community in which all members are nurtured and aspire to be the best they can be, whatever their learning needs.

We have a whole-school approach to meeting SEND; every teacher at Pocklington Junior School is a teacher of children with SEND, and is accountable for the progress and development of all children in their classes. Our SEND provision meets with legal requirements of the government's SEND Code of Practice, by ensuring high quality teaching is differentiated and personalised to meet the individual needs of the majority of children and young people.

This policy has been developed in response to the SEND Code of Practice (January 2015, which became statutory in September 2014) in consultation with school staff and Governors. It will be reviewed annually.

Introduction

Our aims

We aim to raise the aspirations of, and expectations for, all children with SEND. Through our best endeavours we seek to focus on outcomes for children and provide effective provision and support which respond to their individual learning needs and enable them to overcome their barriers to learning. We place huge importance on identifying SEND early so we can support and help children as quickly and effectively as possible.

This Policy builds on our School Behaviour policy (March, 2024) and our Accessibility Plan (October, 2023), which recognises the entitlement of all children to a balanced, broadly-based curriculum.

Our objectives

- To accurately identify children with special educational needs and disabilities and ensure that their needs are met as early as possible in their schooling.
- To provide all children with access to a broad and balanced curriculum.
- To provide a differentiated curriculum, appropriate to the individual's needs and abilities.
- To enable children with SEND to participate as fully as possible in all school activities.
- To keep parents and those with parental responsibility well-informed about their child's special needs and to foster effective communication and collaboration with them through ongoing consultation with the school.
- To involve children with SEND, where practicable, in decisions affecting their future SEND provision.
- To support staff in meeting special educational needs and disabilities within the school.
- To promote effective partnerships and involve outside agencies when appropriate.
- To plan, monitor and evaluate appropriate targets for meeting individual needs, taking input from relevant school staff, support services and both the child and their parents.
- Provide CPD opportunities for all staff in relation to SEND to promote good practice.
- To support children with SEND in making successful transitions throughout their education into adulthood.

Roles and Responsibilities

Wonder Learning Partnership (The Trust)

The Trust's responsibilities to children with SEND are to:

- Allocate funding to meet the needs of SEND pupils.
- Allocate funding in relation to accessing alternative provision.
- Allocate funding in relation to meeting the needs of individual EHCPs (Educational Health and Care Plan).

The Local Governing Committee

The Local Governing Committee's responsibilities to children with SEND are to:

- Aim to provide a high standard of support for children with SEND.
- Aim to fully involve children with SEND in school activities.
- Aim to meet the school's obligations regarding the publication of the SEND Information Report, Local Offer, and SEND Policy.
- Aim to ensure that the link governor for SEND understands and regularly monitors the school's SEND provision.

Headteacher

The Headteacher's responsibilities to children with SEND are to:

- Hold overall responsibility for children with SEND.
- Ensure all staff within school have high expectations for all children.
- To oversee the running of the school ensuring all elements of a pupils education are in place.
- Inform governors of SEND procedures and provision within the school.
- Aim to keep parents informed about SEND provision in the school and for their child.
- Designates a teacher to be responsible for overseeing and managing the school's SEND provision, which is the SENDCo at Pocklington Junior School.

SEND Coordinator (SENDCo)

The SENDCo's responsibilities to children with SEND are to:

- Manage the implementation of this policy, informed by the Code of Practice, disability legislation and any other relevant legislation in school.
- Advise and assist staff and parents of children identified as having special educational needs or disabilities.
- Maintain records identifying all those children assessed by the school as having special educational needs or disabilities. Administration of medication and other medical needs (eg diabetes/asthma) is managed by the school office.
- Analyse needs of SEND children in consolation with class teachers, informed by observations, test results and assessments to monitor their progress.
- Oversee the provision map (alongside the relevant support staff).
- Being responsible for managing a range of appropriate intervention programmes and tools, considering best practice
- Evaluate the provision by monitoring lessons/interventions and discussions with pupils/staff.
- Lead development of the school's SEND provision through action planning.
- Lead and manage the Teaching Assistants, completing annual informal performance management reviews.
- Attend training for their own professional development and feed back to staff where appropriate.
- Arrange training for school staff in regard to SEND and/or medical needs, based on the needs of individual pupils.
- To be the point of contact for all external specialist involved in the child's education (eg. Educational psychologist, Speech and Language etc).

Class Teacher

The Class Teacher's responsibilities to children with SEND are to:

- Deliver effective Quality First Teaching/Wave 1 (see appendix for definition) to all children.
- Initially identify difficulties and any possible disabilities for children in their class.
- Communicate and liaise with parents.
- Discuss targets and provision provided with parents.
- Set targets for children requiring SEND and regularly monitor and evaluate these using teacher and TA evidence. They will also track and set provision for SEND children.
- Track pupils to monitor the impact of interventions (feeding this information into the impact of intervention provision map).
- Support the referral process to other professionals and work with these professionals to ensure no barriers prevent a child from achieving their potential.
- Attend training, where appropriate, to further support their teaching of children with SEND.
- To monitor all pupils and act accordingly if any concerns are present.
- Teachers will consider child's general well-being, behaviour and progress in comparison to their peers and their profile against recognised characteristics of specific form of SEND.
- To engage fully with a child's EHCP and any individual support plans.

Teaching Assistants (TAs)

The TA's responsibilities to children with SEND are to:

- Support children's access to the curriculum within class.
- Implement interventions as guided by class teacher or SENDCo.
- Measure the impact of interventions that they deliver to ensure children are making progress.
- Update the provision map regularly.
- Work alongside the class teacher to develop interventions that effective and appropriate for the needs of the children.

- Attend training, where appropriate, to further support their teaching of children with SEND.
- To engage fully with a child's EHCP and any individual support plans.

Parent/carers

- To raise concerns to the school about their child's progress.
- Communicate with school regarding outside agency involvement. This is integral as some agencies do not inform the school directly or do not allow discussions regarding a child without parents consent.
- To engage with EHCP/support plan, to best support the child.
- To actively engage and communicate with the school to best support the child.
- To contact school to discuss their child's needs to let school know if there are any other circumstances and change in behaviour which could impact learning.

Identification of Special Educational Needs Definition of SEND

"A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEND may also have a disability under the Equality Act 2010. Where a young person is covered by SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEND planning and review."
CoP 2015

Under the **Code of Practice** there are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A graduated approach to SEND support

Where a concern is raised about a child, the first step is for the class teacher to assess the child's needs in that area and provide appropriate learning strategies. This may be done in consultation with the SENDCo. These strategies should be implemented in the classroom over a finite period of time, at which point, progress will be reviewed. The teacher's response to the initial concern should adhere to the following structure:

- Assess
- Plan
- Do
- Review

Through effective Quality First Teaching/Wave 1, the expectation is that most learning needs can be met by the teacher applying appropriate support strategies in consultation with colleagues, as appropriate. If the learning needs cannot be met in this way, then the class teacher will seek the advice of the SENDCo, who will work collaboratively with the teacher to explore other forms of support.

For some children, Quality First Teaching/Wave 1 provision may not meet their needs. These children would be moved to Wave 1+ provision, involving in-class support from the class teacher or TA, along with appropriate small group interventions.

The Code of Practice (2015) states that pupils are only identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality

personalised teaching. At Pocklington Junior School, where Wave 1+ provision has not met a child's needs, the child will be placed onto the school SEND register (following consultation with parents and pupil voice) and moved to Wave 2 provision. Wave 2 provision involves the SENDCo supporting the Class Teacher to draw up a Support Plan outlining the additional provision that the school is putting in place for that individual's learning needs. If the need is around behaviour the SENDCo will draw up a Behaviour Plan, which will outline the strategies to be used to support the child.

Children identified as having a SEND fall into one of two categories:

Wave 2 support

- Children moved to Wave 2 provision require further intervention and /or assessment, which is specific to their needs.
- To support children's learning needs, provision might include: mentoring, out of class interventions, access arrangements for tests, 1-1 support from specialists or bespoke learning packages, support from external professionals.
- To support children's behavioural needs, provision might include: Emotional Literacy Support Assistant (ELSA), individualised reward systems, mentoring, out of class interventions, support from external professionals.
- These children will either have a Support Plan and/or a Behaviour Plan.

Wave 3 support

- Children moved to Wave 3 provision will have an Education, Health and Care Plan (EHCP) which sets out the need and the arrangements required to support that child in school.
- The SENDCo, Class Teacher, support staff and parents work collaboratively to ensure appropriate outcomes are identified and monitored.
- In consultation with the relevant external professionals, the child's EHCP will set out how the school will deliver and adapt appropriate support.

SEND Provision

For children with identified SEND, who arrive from a different setting (the infant school or another primary school) the SENDCo and Class Teachers will:

- Use information from the previous school to shape the pupil's provision.
- Identify the pupil's strengths and note areas that require support.
- Aim to provide on-going observations and assessments provide regular feedback on achievements and experiences, in order to plan next steps in learning.
- Aim that pupils have opportunities to demonstrate knowledge and understanding in subject areas and participate in the wider school community.
- Have continued communication with parents.

The range of provision

Provision may vary according to need and the expertise available. The main methods of provision made by the school are:

- Classroom learning with additional help and support by teachers through a differentiated curriculum (Quality First Teaching/Wave 1 Teaching).
- Use of different equipment to adapt and support learning.
- Short sessions out of class, with the ELSA or Teaching Assistants to address a specific need.
- In-class support from an additional adult.
- Support from specialists, where appropriate.

Communicating information about children with SEND

Information about children with additional needs is held centrally, is updated regularly and is available to all staff.

Advice about children and strategies regarding how to overcome barriers to learning, is shared with staff. This includes information about individual children and group strategies for SEND.

All children's progress is monitored at least termly, and this is shared with parents through the school's reporting procedures. The data is analysed by the Senior Leadership Team and the progress of children with additional needs is monitored and analysed by the SENDCo. The work of any pupil who is failing to make expected levels of progress is investigated and interventions are considered. Interventions are monitored to ensure that they are appropriate and effective.

The 4 levels of support in 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.

1. **Wave 1 (Classroom teaching)**

This may include:

- Differentiation in the classroom – in terms of planning/ work / delivery/ adaptive teaching
- In class support by support staff
- Access to working walls
- Practical resources eg) numicon
- Visual timetable
- Word banks
- Writing frames
- Number lines
- Number cards

2. **Wave1+ (Additional classroom support)**

This may include:

- Additional explanations
- Breaking work down into smaller chunks
- Check lists
- Drop-in facilities such as: pastoral support
- Visual aids/overlays/equipment/writing slopes/pencil grips
- Screening for access arrangements in formal examinations (SATs)

3. **Wave 2** (A specific SEND need)

The child's Support Plan and/or Behaviour Plan will identify which of the following strategies are appropriate:

- Detailed and specific assessments to identify a pupil's learning profile
- Time-limited additional interventions
- Targeted individual, 1:2 or small group teaching and /or monitoring by SENDCo or specialist TA
- At the end of an intervention period, progress is assessed, and the decision is taken as to

whether more support is needed or not. This may result in another intervention being implemented or the student being removed from School Support. Pupils will be monitored for continued progress.
- Access to additional external professional advice as required.

4. **Wave 3** (EHCP in place)

The child's EHCP will identify:
- An explanation of the child's needs.
- Appropriate provision in school.
- Relevant support from external specialists.
- Agreed outcomes for the academic year.
- Possible alternative provisions (The Nest).

Support Plans and Provision Mapping

We record additional learning support in a whole school provision map which is continuously updated. The impact of this provision is evaluated on at least a termly basis by the adults running the intervention with support from the SENDCo. Progress is measured by comparing children's attainment at the beginning of the intervention (baseline test) and at the end, standardised scores, using the progress shown from our tracking system or individualised child progress. The SENDCo completes a regular review on the impact and effective of these interventions.
All Support Plans and EHCPs are created using Specific, Measurable, Achievable, Realistic and Time-bound (SMART) targets. Any child accessing the enhanced resource provision (ERP) in school will have targets set through the use of the Boxall Profile. Support plans are shared with parents and all professionals working with the child. They are evaluated and updated on a termly basis.

Education, Health and Care Plans (EHCP)

The process of securing an EHCP involves submitting an external application to the local authority, which requires a detailed assessment of your child's needs. There needs to be an extensive amount of evidence over a year, identifying that the child needs a substantial amount of support. It's essential for parents to be actively involved in this process, as their insights and knowledge about their child's strengths and challenges are invaluable. While the paperwork can be overwhelming, SENDIASS are able to provide specialist support. Also, our school can provide dedicated support to help parents navigate and complete the necessary forms too. If your child is granted funding through an EHCP, the allocation of these resources is carefully planned by a team of educational professionals in consultation with parents, ensuring that the support provided aligns with your child's specific needs and enhances their learning experience.

Children with the most complex needs may have an Education, Health and Care Plan. Each involve the support of outside expertise and agencies. Children's progress is monitored closely, as above.

Any child with an EHCP has a formal Annual Review Meeting in which progress is discussed and targets are set for the next academic year. Parents, and all professionals involved, are invited to attend and contribute, along with the child.

Enhanced Resource Provision (ERP) – Known in school as 'The Nest'

The Nest is the Enhanced Resource Provision (ERP) based at Pocklington Junior School. Our provision is underpinned by the 6 principles of Nurture (Nurture UK, 2023) and is designed to support children

with a range of needs, focusing on developing their Social, Emotional and Behaviour Difficulties (SEBD).

The 6 principles of Nurture (Nurture UK, 2023) are as follows:

1. **Children's learning is understood developmentally**
   Children's learning aligns with their developmental stage across social, emotional, physical, and academic domains, fostering a safe and accepting environment for individual growth. Tools like the Boxall Profile® aid in assessing and supporting positive development.

2. **The classroom offers a safe base**
   The classroom serves as a secure foundation, offering a nurturing environment that balances educational and socio-emotional experiences. Consistent adult support fosters emotional security, with clear routines and expectations promoting a sense of safety and belonging

3. **The importance of nurture for the development of wellbeing**
   Nurture prioritises responsive engagement, valuing individual children's contributions and achievements through verbal interaction and praise. Provisions should prioritise the welfare of both children and staff, fostering celebration of accomplishments and promoting student voice.

4. **Language is a vital means of communication**
   Language plays a crucial role in communication, enabling children to express thoughts and emotions. Adults must model supportive language and provide opportunities for verbal expression, facilitating understanding and empathy through imaginative play and dialogue.

5. **All behaviour is communication**
   All behaviour communicates underlying needs or emotions, necessitating adult understanding and support. By interpreting behaviour as communication, adults can respond calmly and consistently, encouraging reflection and addressing triggers to promote emotional regulation and appropriate expression.

6. **The importance of transitions in children's lives**
   Transitions are significant moments in children's lives, requiring careful preparation and support. Involving pupils and families in transition planning, alongside proactive communication and visual aids, helps mitigate anxieties and facilitate smoother adjustments.

These principles underpin effective support for children's social and emotional development, whether through targeted interventions like nurture groups or a broader whole-school approach.

We tailor our curriculum in The Nest to meet the individual needs of the children, supporting them both academically and developing their social and emotional needs. We work closely with children and their families to develop positive relationships in a nurturing environment while simultaneously providing engaging educational opportunities that are closely matched to each child's stage and needs.
We employ early identification strategies to ensure that the appropriate individuals are identified to access The Nest. Decisions regarding placement in "The Nest" will be thoroughly discussed throughout the year with staff, with parents/carers engaged in the finalising of this decision. In our structure, children will engage with "The Nest" in the morning and then seamlessly transition to their regular classroom activities alongside their peers in the afternoon. Some children may access short

sessions of this provisions during the afternoons.

For every child involved in The Nest, we conduct a comprehensive assessment utilising the Boxall Profiling tool. This assessment occurs at regular intervals of every 12 weeks, and it serves as a vital instrument for identifying specific areas that require focus and improvement to ensure the child's overall well-being and development. We place great emphasis on the effective utilisation of the Boxall Profiling tool, and therefore, staff members using this tool receive training to ensure its utmost efficacy in supporting the children under our care. This training equips our staff with the necessary skills and knowledge to utilize this resource effectively, aligning with our commitment to providing the best possible support and guidance to the children.

Effective communication with parents and carers is essential for the success of this intervention. The lead teacher will contact parents or carers on a weekly basis to discuss the child's progress, gather their input, and identify any necessary next steps. The child's voice is also central to these conversations, incorporating insights and feedback from the sessions in 'The Nest'.

We are committed to ensuring a smooth transition back to regular classroom settings when a child no longer requires the specialised support of "The Nest," as identified through ongoing monitoring and the use of the Boxall Profile assessment tool. This transition will be personalised to each child, taking into account their unique needs and circumstances. Our aim is to facilitate their seamless reintegration into the broader classroom community while ensuring their continued growth and well-being. This process will be agreed upon through discussions with all relevant parties.

Supporting pupils and families

The Local Authority offers further support and guidance to families of pupils with additional needs; this can be accessed through the East Riding Local Offer website www.eastridinglocaloffer.org.uk

Details of the Pocklington Junior School Local Offer and SEND Information Report are available on the school website.

Transition
Transition arrangements for children moving to and from Pocklington Junior School include:

- Pocklington Junior School is part of the Wonder Learning Partnership. Information is shared between schools and any extra transition arrangements for children with additional needs are planned. These can be tailored to meet the needs of the individual children and their families.
- The SENDCo attends any review meetings for children with SEND in the year before they attend Pocklington Junior School.
- The SENDCo liaises with the SENDCo from the infant school and to local Secondary Schools to discuss transition for children with SEND.
- A programme of transition activities for all children in Year 6 moving up to Woldgate School and other secondary schools.

Supporting children at school with medical conditions
The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. Some young people withmedical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs or disabilities (SEND) and may have an Education,

Health and Care Plan, (EHCP), which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed in such instances.

The school recognises the importance of liaising and taking advice from relevant healthcare professionals and values the views of parents and children. If an Individual Care Plan is deemed necessary, it will be planned in consultation with healthcare professionals, children and parents.

Monitoring and Evaluating SEND

In addition to informal monitoring on a daily basis, through observations of performance and behaviour by all teachers, Senior Leaders and governors monitor pupil progress through the following: learning walks, pupil monitoring, pupil progress meetings, book looks and observations. Progress is monitored in each subject through assessments and reviews. Discussions between the SENDCo and other members of staff, such as Teaching Assistants, Class Teachers and Subject Leaders take place and actions are planned to improve progress and further address any barriers to learning.

The school evaluates the effectiveness of its provision for children with SEND by:

- Comparing baseline assessments with rates of progress against targets and final assessments
- Measuring improvement in skills being developed through the use of standardised testing. For example: reading and spelling accuracy, comprehension accuracy and speed, writing speed and computation skills.
- Measuring impact on progress in the classroom. For example: by examining progress in literacy and/or maths through the use of assessment data, making observations of performance and/or behaviour, pupil monitoring, through learning walks or book trawls, and through liaison with subject teachers.
- Discussing progress with children themselves, giving them the opportunity to make choices and to understand that their views matter.
- Looking at progress that is not academic, but is relevant to the individual child.
- Welcoming parental feedback.
- Gathering information, which in turn, informs future provision and practice in order to further improve outcomes for pupils.

Training and Resources
The school aims to regularly update the training needs of all staff in relation to Special Educational Needs and Disabilities through both internal Continuing Professional Development and external training opportunities, so children's need can be met.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual children.

The SENDCo keeps up to date with local and national initiatives in SEND. The SENDCo also undertakes CPD to keep abreast of developments in SEND provision.

Admission arrangements
Our school strives to be a fully inclusive school. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children receiving SEND Support and those with EHCPs.
Accessibility
The school ensures that reasonable adjustments are made to both the academic and pastoral needs of pupils and students with SEND, so allowing them to develop their skills, achieve their potential

and prepare for the future.

The school responds to the learning needs of pupils and students with SEND by:

- Making changes to the curriculum
- Making adaptations to the learning environment
- Providing small group and one to one interventions, in-class support and/or differentiation

Most areas of the school are accessible for all. There are also accessible toilets on site. Adjustments are made to individual timetables to ensure pupils with SEND are able to access their lessons and have sufficient time to move safely around the site. Please see our Accessibility Plan for further information.

Dealing with complaints

The school works, wherever possible, in partnership with parents to provide a collaborative approach to meeting children's needs. All complaints are taken seriously and are heard through the school's complaints policy which is outlined on the school website.

Please also see:

- SEND Information Report
- Pocklington Junior School Local Offer
- Local Authority (East Riding) Local Offer

Appendix 1: Send Provision Grid

POCKLINGTON JUNIOR SCHOOL SEND PROVISION GRID

