



Melbourne Junior School - Special Educational Needs & Disabilities (SEND) and Inclusion Policy

Ambition. Participation. Belonging.



Reviewed: March 2026

Next Review: February 2027

Approved by: Full Governing Board

1. Introduction

Melbourne Junior School is committed to equality of opportunity and high-quality education for all pupils, including those with Special Educational Needs and Disabilities. This commitment directly supports:

- **Article 2 – Every child has the right to non-discrimination.**
- **Article 3 – The child’s best interests must guide decisions.**
- **Article 23 – Children with disabilities have the right to support so they can live full lives.**
- **Articles 28 & 29 – The right to an education that develops the child’s personality, talents, and abilities.**

We are committed to ensuring that every child—regardless of need, background, disability, ethnicity, or gender—has access to high-quality teaching, a broad and balanced curriculum, and full participation in school life. We believe that inclusion is the responsibility of every member of staff and that children thrive when we work in genuine partnership with families and professionals.

This policy is written in accordance with:

- **Children and Families Act (2014)**
- **Special Educational Needs and Disability (SEND) Code of Practice 0–25 years (2015)**
- **Equality Act (2010)**

- **Behaviour in Schools (DfE 2022)**
- **Suspension & Permanent Exclusion Guidance (DfE 2023)**
- **Working Together to Safeguard Children (2023)**
- **SEND and Alternative Provision Improvement Plan (DfE 2023)**

This policy should be read alongside:

- **Melbourne Junior School's SEND Information Report**
- **Accessibility Plan**
- **Assessment Policy**
- **Behaviour Policy**
- **Safeguarding and Child Protection Policy**

2. Aims

Our SEND and Inclusion Policy aims to:

1. Create a fully inclusive school environment where every child can succeed and feel valued.
2. Identify additional needs at the earliest possible stage.
3. Remove barriers to learning through high-quality, adaptive teaching.
4. Ensure pupils with SEND can access a rich, broad, and balanced curriculum.
5. Work collaboratively with parents, carers, and external agencies.
6. Promote pupil voice and ensure children are active partners in their own support.
7. Provide timely and effective support that is *“different from or additional to”* that normally available.

8. Ensure staff have the knowledge, skills, and confidence to support all learners.

3. Definitions of SEND

A child has SEND if they:

“have a learning difficulty or disability which calls for special educational provision...” (SEND Code of Practice, 2015)

Needs fall into four broad areas:

- **Communication & Interaction**
- **Cognition & Learning**
- **Social, Emotional & Mental Health (SEMH)**
- **Sensory & Physical**

These categories help identify needs but do not determine provision. Provision is always personalised.

4. Roles and Responsibilities

SENCO: Fiona van Rooyen

Responsible for:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision across the school
- Leading the Graduated Approach (Assess–Plan–Do–Review)
- Supporting teachers with identification, assessment, and provision
- Liaising with external agencies
- Ensuring timely applications for EHCPs
- Maintaining the SEND register

- Delivering staff CPD related to SEND
- Ensuring compliance with the Equality Act 2010

Class Teachers

Responsible for:

- High-quality first teaching and adaptive practice
- Identifying emerging needs
- Implementing the Graduated Approach
- Planning for and assessing pupils with SEND
- Working collaboratively with parents
- Maintaining records of adjustments and progress

Teaching Assistants

- Deliver targeted interventions and support
- Provide in-class assistance under teacher direction
- Record progress and feedback

Governing Body

SEND Governor: **Deborah Nolan**

The governing body ensures:

- The school meets statutory responsibilities
- Provision is monitored and evaluated
- Funding is used effectively

5. Identification of SEND

Identification may come from:

- Transition information from early settings/previous schools
- Concerns raised by teachers

- Concerns from parents
- Pupil self-advocacy
- Assessment and progress monitoring
- External agencies (health, CAMHS, SALT, EP, ISAS)

Indicators may include:

- Persistent academic difficulties despite high-quality teaching
- Social or emotional challenges impacting learning
- Significant communication difficulties
- Physical or sensory barriers
- Marked differences from peers in rate of progress

Assessment tools used may include:

- Standardised reading, writing, and maths tests
- Language screening tools
- Behaviour and emotional regulation assessments
- Observations
- Specialist reports

6.. The Graduated Approach (Assess–Plan–Do–Review)

Assess

Teachers and the SENCO analyse need using:

- Class assessments
- Observations
- Discussion with parents
- Pupil voice

- Specialist advice

Plan

A support plan or *Pupil Passport* is created outlining:

- Needs
- Targets
- Strategies
- Interventions
- Review date

Parents and pupils are involved in planning.

Do

Interventions and strategies are delivered by teachers and trained support staff.

Review

Progress is reviewed at least **termly**. Plans are adapted accordingly.

7. Levels of Support

Universal Provision (for all pupils)

- Adaptive teaching
- Differentiated curriculum
- Scaffolding and visual supports
- Use of technology

SEND Support

“Different from and additional to” provision such as:

- Small-group interventions

- 1:1 support
- Social and emotional programmes
- Specialist teacher input (e.g., SSSEN)
- Personalised resources

Education, Health and Care Plan (EHCP)

For pupils with the highest level of need.

8. Types of Support and Interventions

Provision may include:

- Reading and phonics interventions
 - Maths boosters
 - Social communication groups
 - Emotional regulation programmes
 - Pastoral mentoring
 - Behaviour support plans
 - Visual timetables and sensory tools
 - Assistive technology
 - Precision teaching
 - Adapted environments
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9. Inclusive Practice and Equal Access

Melbourne Junior School ensures:

- Equal access to trips, clubs, and enrichment
- Reasonable adjustments for physical needs

- Reduced use of suspensions and preventative approaches for SEMH
 - Careful transition planning between year groups and schools
 - Risk assessments that promote inclusion rather than restrict it
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10. The SEND Register

The SEND register:

- Identifies pupils receiving SEND Support or EHCP provision
 - Is reviewed every term
 - Tracks needs and provision to ensure effective support
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11. Working with Parents and Carers

We value partnership with parents and commit to:

- Regular meetings and updates
 - Sharing assessment information
 - Transparent planning and review processes
 - Signposting SENDIASS and support networks
 - Providing information in accessible formats (large print, translated, simplified versions on request)
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12. Pupil Voice

Pupil views are gathered through:

- Pupil Passports
- Review meetings
- 1:1 discussions

- Surveys and informal conversations

We ensure pupils understand:

- Their strengths
 - Their targets
 - How we will support them
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13. Working with External Agencies

The school works with:

- SSEN specialist teachers
- Educational Psychologists
- Speech & Language Therapists
- CAMHS
- Occupational Therapists
- School Nursing Team
- Early Help and Social Care

Referrals are always made with parental involvement.

14. Transition Arrangements

We ensure smooth transitions by:

- Enhanced transition visits
 - Meetings with parents, SENCOs, and external professionals
 - Sharing detailed records and assessments
 - Tailored transition plans for vulnerable pupils
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15. Monitoring, Evaluation & Quality Assurance

SEND provision is monitored through:

- Lesson visits
- Book looks
- Intervention tracking
- Pupil and parent voice
- Progress data
- Governor monitoring
- External reviews (where appropriate)

The SENCO reports to governors termly.

16. Complaints Procedures

Concerns about SEND should be raised initially with:

1. Class Teacher
2. SENCO
3. Headteacher

If concerns remain, the school's Complaints Policy should be followed.

Parents may also contact **Derbyshire SENDIASS**.

17. Accessibility

Melbourne Junior School is committed to:

- Ensuring accessibility across curriculum, communication, and environment
- Providing alternative formats on request
- Reviewing our Accessibility Plan every three years

18. Policy Review

This policy is reviewed annually or sooner if:

- Legislation changes
- Practice evolves
- Significant school or local authority changes occur