Inclusion and Special Educational Needs and Disabilities (SEND) Policy

September 2026

THE JO RICHARDSON
SUCCESS FOR ALL
COMMUNITY SCHOOL
ACHIEVE

Date of previous review	February 2026
Review frequency	Annually in September
Date of next review	September 2027

DfE Code of Practice 2014 (updated 2015),
This policy aims to identify how a range of whole-school policies works together to meet the individual needs of all our students.

A number of key principles underpin the policy. These ensure our systems:

- avoid duplication (thus keeping bureaucracy to a minimum).
- ensure students cannot 'slip through the net'.
- meet the requirements of the SEND Code of Practice (Special educational Needs and Disability Code of Practice: 0-25 years) 2014. SEND reform White Paper 2026 and Putting Children and Young People First 2026.
- include provision for students with difficulties to overcome.
- are clear to all concerned, thus promoting a consistent application.
- promote the role of the Student Development Department (SDD) and The Learning Support Unit (LSU) to support the work of the whole school rather than SDD and the LSU being solely responsible for the progress of specific students.
- include regular and well-defined monitoring processes.
- To ensure all students have access to a broad and balanced curriculum.

Definition of special educational needs

Students have special educational needs if they experience a barrier to the progress in school which calls for special educational provision to be made for them.

The National Code of Practice (https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) defines special educational needs as:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or
(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All teachers are teachers of students with Special Educational Needs and Disabilities. Teaching students with SEND is a whole-school responsibility, requiring a whole-school response. All teachers take account of the wide range of abilities, aptitudes and interests of the students, making quality first teaching inclusive and normally available to the whole class. However, for some students with additional needs and SEND, it may be necessary to provide an enhanced level of provision to support their learning.

At JRCS, students have a special educational need:

- where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to students of the same age.
- have a disability which, despite reasonable adjustments, prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.

At JRCS, special educational provision means any provision which is additional to, or different from, the educational provision made generally for students of their age.

Our SEND policy details how the school will do its best to ensure that the necessary provision is made for any student who has special educational needs and that those needs are made known to all who are likely to teach them. The school will ensure that teachers in the school are able to identify and provide for students who have special educational needs allowing them to join in the activities of the school so far as is reasonably practical and compatible with the education of other students. This can be achieved by using some or all of the following:

- Additional transition session.
- Learning profiles.
- Annual reviews.

- Keyworkers.
- Pastoral support.

The school will have regard to the Code of Practice 2014, the LA's inclusion policy, the 2001 and 2006 Disability Acts, 2010 Equality Act, Keeping Children Safe in Education 2026, the Children and Families Act 2014 and The DfE Inclusion Strategy 2026.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. JRCS recognises that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Students with special educational needs often have a unique knowledge of their own needs, and their views about what support they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that "with the right staff training, strategies and support in place, the majority of child and young people with SEN are already successfully included in mainstream education". This is reflected in the general principle in law that children and young people with SEN should be educated in mainstream settings. That principle is supported by provisions safeguarding the interests of all children and young people and ensuring that the preferences of the child's parents or the young people for where they should be educated are met wherever possible (COP 2014:6.8) The school will have regard to the 'Special Education Needs (SEN) and disabilities: guidance for school governing boards February 2025'.

Graduated response.

Schools are required to assess each student's current skills and levels on attainment on entry and use prior information from previous settings and Key Stages. Schools should also make reasonable adjustments where necessary if a student has a disability according to the Equality Act 2010. Schools must also ensure that every child is included and supported to achieve and thrive in their learning, regardless of their needs or background.

Subject teachers, supported by Heads of Department and the Senior Leadership Team, should make regular assessments of progress for all students as part of whole school teaching and learning. Subject teachers should identify students who are making less than expected progress in relation to their age and individual circumstances. Where a student is making less progress than expected, the first response should be high quality teaching which focusses particularly upon their areas of weakness. Where this progress continues to be less than expected, despite in-class interventions, adapted and focused teaching, the subject teacher, working alongside the Director of SDD, should assess whether the student may require further assessment/intervention.

Slow progress and low attainment do not necessarily mean that a student has special educational needs and should not automatically be recorded as having SEN. However, this may be an indicator of a range of learning difficulties and or disabilities.

The triggers for SEN Support could be that, despite receiving an individualised programme and/or concentrated support, the student:

- continues to make little or no progress in specific areas over a long period.
- continues working at levels substantially below that expected of students of a similar age.
- continues to have difficulty in developing literacy and mathematics skills.
- has social, emotional or mental health difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised management programme.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learn.

Having considered all of the information provided from within the school regarding the student's progress, high quality assessment data and the individual needs of the student, it may be necessary to identify the student as having SEN. As a school, we will take action to put effective provision in place for the student.

This will take the form of a cycle where the student's needs and progress will be assessed, planned for, carried out and reviewed. As a result of this process, the student's needs will be supported in order to secure good outcomes for the future and ensure good progress.

Parents/carers will be informed and be aware of the support in place and receive clear information regarding the progress of their child.

Requesting an Education, Health and Care Plan (EHCP) needs assessment.

For a few students, the help given by schools through SEN Support may not be sufficient to enable the student to make adequate progress. Despite having taken relevant action to identify, assess and meet the SEN of the student, they are still not making expected progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA.

The EHC Plans provide tailored support for children and young people with SEND, bringing together their education, health and social care needs for the first time. These plans make sure all children and young people have the opportunity to succeed in the future and tackle inequalities in the education system to ensure positive outcomes for their future. The plan also supports young adults in their long-term aspirations, preparing them for the world of work and living independently.

This department has a crucial role to play in helping us meet our goal of 'Success for All'. Student Development have a range of responsibilities within the school.

Student Development Department

Special educational needs

At JRCS, we strive to provide for individual needs and to offer equal opportunities for all. We recognise, however, that children respond to learning opportunities differently and progress at different rates. Therefore, we have a team of staff which works in the classroom, with subject teachers, helping to make the work accessible to all students. Thus, we aim to meet individual needs through the mainstream curriculum but, where it is appropriate, we do provide 1:1 or small group tutorials to help students to overcome specific problems.

Support for students on the autistic spectrum

JRCS is working as part of the LA to provide support for children on the autistic spectrum by offering specialist school-based provision for five students every year (maximum 24). The provision is known as the ARP (Additionally Resourced Provision). These are young people whose needs are best met within the mainstream system but who need additional support to achieve their full potential. These students have an EHCP with a diagnosis of ASD.

How do students access the services provided by Student Development?

There are a number of referral routes:

- via the school pastoral system, through the Pastoral Deputy Head and Year Team.
- via analysis of assessment data, through the Progress Deputy Head and Year Team.
- identification through the regular Student Support Panel meetings.
- requests from students themselves, parents or other agencies.

Monitoring student progress

At JRCS, student progress is rigorously monitored by teaching staff and the SENCO (Director of SDD) on a termly basis; gaps in students' learning are identified and interventions are used to bridge the gap. The school uses the "plan, assess, do and review" model to monitor the impact of the interventions on the students' individual needs. Heads of Department and Heads of Year also play a key role in identifying gaps in student learning and looking at interventions to close these gaps.

Inclusion and further support provision

As in any school, a small number of students may from time to time behave in a way that is unacceptable. At JRCS, we believe that students should be challenged when they fail to meet our high standards, but we also believe we should take steps to support them. We are a trauma ready school and look at all cases through a trauma lens. We believe in "seek first to understand before demanding to be understood". The catalogue of provision is central to this because it outlines all of the proactive intervention strategies available. The Learning Support Unit (LSU) plays a pivotal role in monitoring and addressing the needs of students who are struggling to manage their emotions. Early intervention is ensured through the regular Student Support Panel meetings, frequent pickup of highlighted students and close liaison with the relevant Pastoral Assistant, Head of Year and linked member of SLT.

Mentoring

All SEND students are allocated a keyworker, who will work with them to help them settle into the school, overcome difficulties, assist them with some areas of their learning or signpost them to an appropriate person. The school will endeavour to ensure that all students have the same keyworker throughout their time at JRCS so they can build a strong, trusting, professional relationship with them.

Peer mentoring

Older students will have the opportunity to become a peer mentor in Year 10 and a "Senior" in Year 11. This will involve them being specially trained to work with younger students who may prefer to talk to them rather than an adult about something that is troubling them. Peer mentors will be specially selected for their potential to act responsibly and in a caring way. Access to peer mentors for younger students will be through lunchtime 'drop-in' sessions in school. Peer mentors will also work with Year 7 students during identified tutor periods and during their induction days. The Year 6 to 7 transition process is central to this.

Counselling

The school works with a qualified counsellor to provide confidential support for students who may wish to seek their help or advice. Referrals are made via the Student Support Panel.

The school also works alongside a number of other external agencies which include:

- Educational Psychologists.
- Speech and Language Therapists.
- Physiotherapists.
- Occupational Health.
- Child & Adolescent Mental Health Service (CAMHS).

Mental Health Support Team

We work very closely with our school mental health support team who are passionate about supporting all young people to thrive in our setting. As a result, they not only completed whole staff training in mental health and wellbeing but created a bespoke training session for those in SDD. This session tailored the management of mental health crises for young people with additional needs, providing the department with the necessary knowledge and awareness to feel confident in managing such concerns. Furthermore, they work on a 1:1 or group basis with our young people and are always keen to involve the parents in these conversations too. Where an autism diagnosis is present, they are always prepared to be considerate of the need and thus, work with the child's key worker in SDD to improve their overall outcomes.

Working with Outside Agencies

Students may benefit from the input of an Educational Psychologist, specialist teacher from an advisory service, the Child and Adolescent Mental Health Service, and other targeted workers. This advice can provide valuable insights and advice to teachers and parents. Parental consent is always required before a specialist can work with a child and this will be obtained following a discussion about the purpose of the referral and then a completed printed consent form.

Support for good attendance

The school will work closely with the LA to ensure cohesive support for those students who need to improve their attendance. Our Attendance Manager will visit students at home, and/or work with them in school in order to identify ways of overcoming the barriers that are preventing good attendance. Access and attendance issues are a standing item at the weekly Student Support Panel meeting. This meeting is also attended by representatives from SDD and the LSU in order to monitor the attendance progress of students on the SEND register.

Support for students with English as an Additional Language (EAL)

In order to ensure such students are able to make the most of the opportunities presented by the school, we have established a clear set of systems and procedures. The identification and assessment of the SEND of young people whose first language is not English requires particular care. Information from primary feeder schools is vital in the identification of students with English as an Additional Language. An initial assessment will be undertaken by the designated EAL staff within SDD. If necessary, a follow up referral will be made to the LA's Language Support Service when assessment shows that a student may require additional language support. An identified member of staff will have responsibility for co-ordinating the EAL provision.

Support for Students with Social, Emotional and Mental Health (SEMH) needs

Students are assessed for SEMH needs based on information received on entry to JRCS form primary feeder schools or previous education establishments if the student joins as a mid-year admission. Where possible, the school's behaviour policy is used to deal with the SEMH needs of individuals. If a more specific intervention is required, students are allocated a keyworker form the LSU/Inclusion Team. An individual behaviour plan is developed and monitored. The school makes use of the catalogue of provision to provide interventions to support students identified as needing additional support for SEMH including, counselling, key working, frequent pick-ups, social skills programme, anger management programme and referrals to alternative provision for time specific modification programmes or medical/CAMHS support. Early identification and intervention is ensured via the regular Student Support Panel meetings for students identified as having specific problems. The early support is provided via close liaison of the Inclusion Team made up of Head of Year, Pastoral Assistant, linked member of the Senior Leadership Team, LSU, SDD and safeguarding staff. The support is regularly reviewed to ensure it is meeting the student's needs.

Mental Health & Wellbeing (MHWB)

Mental health and wellbeing are at the forefront of inclusion, we understand that a sense of belonging is at the core of positive wellbeing and thus, effective inclusion is paramount to improving the wellbeing of all students. As a result, we have 11 trained mental health champions and 14 mental health first aiders at JRCS, who you will identify as they wear a green attachment on their lanyard. Of this group, 8 are from our Student Development Department. We embed MHWB into every aspect of our school community and thrive on encouraging our young people to step forward to raise a concern for themselves or others. This could be in person, or via our Imabi App.

Support for students with medical conditions

Students with medical conditions are fully supported within the school to ensure they have full access to the curriculum, including school trips and sports activities. Some students in this group may be disabled and the school has a duty to ensure that it complies with the Equality Act 2010 and Benedict's Law 2026. Some may also have an EHC plan and in this case the SEND Code of Practice 2014 is followed.

Roles and responsibilities

All teachers are equipped to teach pupils with SEND and they should endeavour to adapt the curriculum to meet all of their pupils' needs. Class teachers work with support staff to ensure individual needs are met.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Code of Practice 2015

The role of the Director of the SDD

The Director of SDD, in collaboration with the school's SLT and Governing Body, plays a key role in helping to determine the strategic development of the SEND Policy and provision in the school to raise the achievement of students with SEND by:

- Overseeing the day-to-day operation of the strategy;
- Co-ordinating the provision for students with SEND;
- Liaising with parents/carers, teaching staff and external agencies.
- Lead on SEND training for staff with in the school.
- Monitoring the provision

Role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students;
- Ensuring that SEND students are fully involved in school activities;

- Having regard to the Code of Practice when carrying out their responsibilities;
- Being fully involved in developing and subsequently reviewing the SEND strategy.

SEND and Inclusion Team structure

Miss Ruth Hall Assistant Headteacher and Director of SDD rhall@jorichardson.org.uk	Miss Hall is responsible for co-ordinating and managing the provision for students with additional needs. Ensuring that parents/carers are: • Involved in supporting their child's learning and access; • Kept informed about the range and level of support offered to their child; • Included in reviewing how their child is doing; • Consulted about planning successful movement (transition) to a new group or school; • Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties; • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
Miss Annette Lynch Second in SDD and ARP Lead Teacher alynch@jorichardson.org.uk	Miss Lynch is responsible for the Additional Resource Provision for ASD. The provision exists to provide a personalised learning environment to address the communication needs of the individual ASD student in a mainstream environment. The primary focus is access to the curriculum, development of social, emotional and communication skills. The provision has 24 full time places. All students have an Educational Health and Care Plan (EHCP). • Adapting and refining the curriculum in partnership with class teachers to respond to strengths and needs of all students, checking on the progress of your child and identification, planning and delivery of any additional support in consultation with the SENCO. • Contributing to devising personalised learning, where needed, which informs provision and to prioritise and focus on the next steps required for your child to improve and accelerate learning. • Applying the school's SEND policy.
Miss Sarah Tingey ARP/SEN Teacher stingey@jorichardson.org.uk **Mrs Mary Sweeney** ARP/SEN Teacher msweeney@jorichardson.org.uk **Miss Tarina Lea** ARP/SEN Teacher tlea@jorichardson.org	Miss Tingey, Mrs Sweeney and Miss Lea are responsible for: • Adapting and refining the curriculum in partnership with class teachers to respond to strengths and needs of all students, checking on the progress of your child and identification, planning and delivery of any additional support. • Contributing to devising personalised learning, where needed, which informs provision and to prioritise and focus on the next steps required for your child to improve and accelerate learning. • Applying the school's SEND policy.
Mrs Tonia Walker LSU Manager twalker@jorichardson.org.uk	Mrs Walker is responsible for: • Leading the LSU for students with SEMH needs; • Organising keyworkers for students with SEMH;

	• Assisting with the setting of support which makes our provision inclusive for SEMH students.
Miss Amy Howe Deputy Headteacher for Inclusion ahowe@jorichardson.org.uk	Miss Howe is responsible for: • Working with the Director of SDD and SEND Governor to determine the strategic development of the SEND policy and provision in the school; • The provision and progress of learners with SEND and/or a disability
Miss Janine Sumsion School Librarian and EAL Co-ordinator jsumsion@jorichardson.org.uk	Miss Sumsion is responsible for: • Overseeing the whole-school EAL programme; • Reviewing EAL students' capacities in English; • Implementing strategies that facilitate students' language development and skills