



**SEND |** Lawdale Junior School

# SEND & Inclusion Policy

Lawdale Junior School

May 2025

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## UNICEF Rights Respecting

As a *Rights Respecting School*, we adhere to all articles in the 'Convention of the Rights for the Child'. The following articles are particularly relevant:

- Article 2, *No discrimination*
- Article 20, *Children without families*
- Article 23, *Children with disabilities*
- Article 29, *Aims of education*

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## SENCO

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## Definition

A pupil has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others the same age, or a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Some pupils with SEN may have a disability under the Equality Act, 2010, that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

SEND Code of Practice, 2015

## Aims

Our goal is to ensure that the school experiences of all learners are rich, positive, and ones of growth and development. The SEND & Inclusion Policy and the SEN Information Report aims to:

- set out how the school will support and make provision for learners with special educational needs (SEN)
- explain the roles and responsibilities of everyone involved in providing for learners with SEN

Our main objectives are:

- to ensure the earliest identification of learners with SEND
- to support the delivery and access of a broad and balance curriculum
- to ensure that the curriculum is appropriately adapted to meet the individual learner's needs
- to ensure that learners with SEND have equal opportunities to participate in all areas of school life
- to ensure learners with SEND are making progress, considering their SEND, and reach their full potential
- to foster an open and informed partnership between school and home that maintains high expectations for their achievement

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## **Inclusion**

We are committed to ensuring and promoting high aspirations and offering equal opportunities to all groups of pupils within the school community. These groups include but are not limited to:

- boys and girls
- pupils of all different faiths, ethnicities, and/or communities
- pupils identified as asylum seekers or refugees
- learners with SEND
- learners with English as an Additional Language (EAL)
- learners identified as 'more-able' / 'Gifted & Talented'
- pupils who are Looked After Children
- pupils who are at risk of disaffection/exclusion (including young carers, sick children, children from families under stress)

Inclusion is at the heart of the school's development planning, which ensures all members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement. For further information about the school's inclusion please see the school's:

- EAL Policy
- Gifted & Talented Policy
- Looked After Children Policy
- Behaviour Policy

## **Roles and Responsibilities**

Everyone has a vital role in the implementation of the SEND & Inclusion Policy. Key responsibilities are held by the SENCO, the Headteacher, and the School Governor for SEND.

The SENCO will:

- oversee the day to day operation of the school's SEND policy
- monitor the movement of pupils within the SEND system in school
- liaise with and advise teaching and support staff
- liaise with and report to the Headteacher, SLT and the school's Governing Body
- co-ordinate provision for learners with SEND
- maintain the school's SEND records
- liaise with parents of learners with SEND
- contribute to continued professional development of all staff regarding SEND teaching and learning
- organise in school reviews, EHCP Annual Reviews, and other multi-agency meetings in collaboration with other stake holders
- keep well-informed of current pedagogy and legislation through attendance of regular SENDCO network meetings and their own continued professional development
- liaise and collaborate with external agencies, including the education psychology service and other support agencies through regular SEND planning meetings
- liaise and collaborate with medical and social services and voluntary bodies
- ensure close liaison with Elizabeth Selby Infants School, other local infant/ primary schools, and with local secondary schools

The Headteacher will:

- oversee the day to day management of all aspects of the school, including the SEND provision
- keep the school's Governing Body well informed about SEND within the school
- working closely with the Senior Leadership Team and the SENCO regarding the school's SEND provision

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The School Governor for SEND will:

- liaise with and support the SENCO to gain a general oversight of the implementation of the SEND policy and that it is being successfully implemented throughout the school.

This is achieved through:

- carrying out regular policy reviews
- ensure that teachers are aware of all children on the register for special educational needs
- ensure that a high standard of provision is made for learners with SEND
- where possible, join the SENCO at regular meetings with representatives from external agencies

The class teacher will:

- deliver high quality teaching through appropriately adapted learning tasks
- hold and promoting high expectations for all learners, including learners with SEND
- working with learners with SEND daily
- be aware of the school's policy and procedures for the identification and assessment of, and subsequent provision of, learners with SEND
- collaborate with the SENCO to decide upon and put in place necessary support/ action to assist pupil progress
- working with the SENCO to collect all available information on the pupil to develop the greatest understanding of their needs
- develop constructive and positive relationships with parents

### Identification and Provision

Lawdale Junior School currently provides additional and/or different provision for a range of needs, including but not limited to:

- communication and interaction (for example, Autistic Spectrum Condition (ASC) and speech and language difficulties)
- cognition and learning (for example, dyslexia and dyspraxia)
- social, emotional, and mental health difficulties (for example, Attention Deficit Hyperactivity Disorder (ADHD))
- sensory and/or physical needs (for example, visual impairments, hearing impairments, processing difficulties, and epilepsy)

The school recognises that many children have a variety of SEND needs at some point during their school life. Most frequently, learners with SEND are identified in Key Stage 1 (KS1) and their records are transferred to us upon transition. The school also makes use of screening resources to assess pupils for any unidentified or underlying needs.

Class teachers will make regular assessments of progress for all learners and identify those who:

- progress at a significantly slower pace than that of their peers starting from the same baseline
- fail to match or better their previous rate of progress
- fail to close the attainment gap between them and their peers
- widen the attainment gap

This may include progress in areas other than attainment, for example, their social needs.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEN.

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When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer or whether something different/additional is needed.

Learners with SEND are recorded on the school's SEND register so that provision to meet their needs can be routinely planned for and monitored. Learners' progress is reviewed regularly to determine the continued level of support required. They may be removed from the register or support may be enhanced through the support of outside agencies.

As a school we measure pupils' progress in learning against national expectations and age-related expectations. We follow the recommended structured approach to identifying learners with SEND and use the Graduated Approach of Assess, Plan, Do, and Review.

If a child's needs are such that they require more support than can be provided from the school's SEND provision, then it may be necessary to request a EHC Needs Assessment. This may result in an EHCP being drawn up stipulating the resources required to meet the needs of the child, with additional funding being provided by Tower Hamlets Education Authority. It is the responsibility of the school to organise and monitor extra provision for the child.

### Our SEND Provision

Please see *Appendix C* for the full Lawdale SEND School Offer.

If a pupil is with SEND, we will always require the consent and support from their parents/ carers. The school will make reasonable adjustments to teaching so that the pupil will be able to access the National Curriculum.

We aim to achieve this by:

- quality first teaching for all children, with appropriate differentiation, as this is the first step to responding to learners who may have SEND.
- using regularly reviewed personalised support plans for learners with SEND.
- working in partnership with parents/carers and ensuring to keep them fully involved in their child's education.
- organising, monitoring and reviewing targeted and high-quality interventions to support small groups of learners who are causing concern (including phonics, Catch-Up, and Speech & Language Therapy).
- organising, monitoring and reviewing targeted and high-quality 1:1 interventions/ support for learners with a higher level of needs and learners with an EHCP.
- ensuring teachers and support staff are highly trained and informed in SEND provision.
- collaborating with specialist agencies, outside of the school, when additional specialist support is necessary and appropriate.

### Monitoring of the school's provision

#### **Stage 1**

Class teachers will monitor pupil progress and inform the SENCO of any concerns

#### **Stage 2**

The SENCO will monitor the progress of pupils on the SEND register through book looks, data analysis, reviews, and pupil voice,

#### **Stage 3**

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The SENCO will review and evaluate interventions and will feedback to the school's Senior Leadership Team (SLT).

### Setting targets

For targets, the school aims to ensure that they are child friendly and are SMART (Specific, Manageable, Achievable, Realistic, and Time constrained).

Once targets have been set, we ensure that:

- adults working with the pupil are informed of the targets.
- the learner is informed of their targets.
- the learner is encouraged to discuss, where appropriate, how they are doing in working to achieve them.
- parents/carers are informed of the targets.

### Setting targets for learners with an EHCP

For learners with an EHCP, the class teacher, in consultation with the pupil (where appropriate) and the SENCO, reviews their targets each term detailing the success of the intervention strategies. Once targets have been reviewed and agreed upon, a copy is kept in the class SEND & Inclusion Folder. In accordance with statutory obligations, Annual Review Meetings will be held for learners with an EHCP, within 12 months of the previous meeting. This will involve the pupil and all adults involved with the pupil meeting to agree on personalised, purposeful and achievable targets. Future learning is then adapted in response to the targets that have been set.

### Central files

The SENCO keeps a central file containing all documents and information relating to the pupils on the SEND register. These include target reviews, reports from specialist agencies, and record of meetings. These files are kept by the SENCO and SLT.

### Specialist Classroom for Autistic Learners

Lawdale Junior School currently participates in a borough wide project for the school to operate its own specialist classroom for autistic learners, with the guidance and support of Phoenix Primary & Secondary School. The specialist classroom at Lawdale is called *Phoenix Class* and the pupils are taught by an experienced teacher, who has been trained and is supported by Phoenix School, and are supported by an experienced TA. The classroom can accommodate up to ten learners and operates a structured timetable. The subjects for which each learner attends *Phoenix Class* for, is individual to them, depending on their own needs and accessibility level. When learners are not in *Phoenix Class*, they participate in lessons with their main class. Learners are with their main class for a minimum of PE, PSHE, music, and computing lessons.

### **Admission**

We consider ourselves to be an inclusive school and adopt a whole school approach to SEND which involves all the staff adhering to a model of good practice. Staff are committed to identifying and providing for the needs of all learners. Our admission policy, regarding learners with SEND, is in line with the Local Authority's admissions policy.

### New entrants

New entrants, with or without previous school experience, will be initially assessed, informally, by the class teacher and placed on a programme of support if necessary. Formal First Language Assessments should be

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carried out for those new entrants, regardless of previous school experience, who are not making expected progress after two consecutive terms.

### **Allocation of SEND Resources**

On receipt of the budget for SEND in April, the Headteacher, the SENCO, and the Governor for SEND will agree on the most appropriate use of the money available in terms of:

- Teaching assistants
- Time allocation for the SENDCo
- Monitoring of SEND provision
- SEND specialist materials
- Administrative support
- ICT provision
- Alternative, specialist support from outside agencies
- If additional money needs to be made available from the school's main budget.

The use of SEND resources, both human and material, will be kept under constant review.

### **Partnership with parents and carers**

The school is committed to working in partnership with parents and carers. It will seek to keep parents and carers informed about their child's special educational needs and how the school is meeting them. The class teacher is the initial point of contact for responding to concerns. The SENCO will be available for both formal and informal meetings parents/carers who have concerns about pupil progress or about the support being provided.

Advice and information for parents and carers is made available wherever possible together with bi-lingual interpretation/support and literature.

### **Transition arrangements**

As Elizabeth Selby Infants School is our main feeder school, both schools' SENCOs meet to discuss learners with SEND in year 2 and plan for their transition to Lawdale Junior School. To assist in the transition, the SENCO from Lawdale will attend the Annual Review meetings for learners with an EHCP that are in year 2.

Whenever possible, we invite the SENCO from the appropriate secondary schools to attend the Annual Reviews of pupils in year 6. All SEND records are transferred to secondary schools in the summer term in accordance with borough procedures. An annual meeting is held with the SENCO at Oaklands School, the main secondary school destination for Lawdale Junior School children.

### **Queries and complaints**

Queries relating to a child's SEND needs, in the first instance, be addressed to the child's class teacher, who may feel it is appropriate to consult with the SENCO before responding. If a parent/carer has a complaint,



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regarding the school's SEND provision, they should write to the Headteacher outlining their concern where a response will be sent within 10 working days of receipt of the letter. If the parent/carer is still dissatisfied, then an appeal may be made to the school's Governing Body.

*To be reviewed: May 2026*