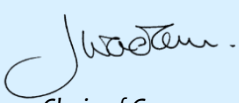




SEND Policy

“We aim for all our children to develop a love of learning that will last them a lifetime, caring for and respecting the world around them, valuing differences and broadening moral values”

The Solent Schools, Vision, Values and Aims

Responsibility for policy review	Local Governing Body
Date reviewed	16 December 2025
Review cycle	Annually. Next review: December 2026
Linked Policies	Accessibility Plan; Relationships and Behaviour Policy; Supporting Pupils with Medical Conditions Policy
Signature: 	16 December 2025 Date

Chair of Governors





SOLENT JUNIOR SCHOOL

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Solent Junior School, we believe that:

All children need to be inspired and motivated to engage in learning opportunities in order for them to become confident, successful and responsible young people.

All teachers are teachers of pupils with Special Educational Needs and / or Disabilities (SEND) and as such provide Quality First Teaching, which takes account of the individual needs of pupils with SEND within the classroom.

All children should be provided with equal opportunities in a stimulating and nurturing environment where everyone can feel valued, respected and safe.

All children should be entitled to a broad and balanced curriculum which is differentiated to meet their individual needs.

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.





3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 The SENDCO

The SENDCO is Becky McQuilken; they can be contacted Monday to Friday via the school office by telephoning or emailing.

The SENDCO is a member of the Senior Leadership Team (SLT).

They will:

- Work with the Head of School and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support





- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the Head of School and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head of School.

The Head of School will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching





- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information Report

Please see the SEND Information Report on the school's Inclusion tab on the website for detailed information on provision.

[Inclusion Tab for Solent Junior School](#)

6. Monitoring Arrangements

This policy and Information Report will be reviewed annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Relationships and Behaviour
- Supporting pupils with medical conditions

