



JUNCTION FARM  
PRIMARY SCHOOL

## **SEND POLICY**

### **SEPTEMBER 2025**

**Policy Date: September 2025**  
**Review Cycle: Annually**  
**Responsible Body: Local Governance Committee**

#### **Version Control**

<b>Review Date</b>	<b>Updates</b>
V1 July 2025	Review of legislation and guidance

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## Introduction and Aims

Spark Education Trust is committed to providing an inclusive education that enables all young people, including those with special educational needs and disabilities (SEND), to achieve their potential.

This policy is written in compliance with:

- Children and Families Act 2014 (Part 3)
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015, statutory)
- Equality Act 2010 (including Public Sector Equality Duty)
- Special Educational Needs and Disability Regulations 2014
- Education Act 1996 (as amended)
- Teachers' Standards (2012)
- Keeping Children Safe in Education (DfE, September 2025)
- Supporting young people at School with Medical Conditions (DfE, 2015, updated guidance).

## Our aims

- To identify and support young people with SEND at the earliest possible stage.
- To ensure all young people have access to a broad, balanced and ambitious curriculum.
- To involve young people and parents in decision-making about SEND provision.
- To make reasonable adjustments where required to avoid discrimination.
- To work in partnership with Local Authorities and external agencies to meet statutory duties.

## Definition of SEND

We follow the definition in the *Children and Families Act 2014*:

A young person has SEND if they have a learning difficulty or disability which calls for special educational provision, namely provision that is different from, or additional to, that normally available to young people of the same age.

SEND is categorised under four broad areas (Code of Practice, 6.28):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

## Roles and Responsibilities

<b>Trust Board</b>	<ul style="list-style-type: none"> <li>• Holds overall accountability for SEND across the Trust.</li> <li>• Ensures compliance with statutory duties.</li> <li>• Monitors the impact of SEND provision through delegated committees.</li> </ul>
<b>Trust SENCOs</b>	<ul style="list-style-type: none"> <li>• Works with the Director of Education with responsibility for SEND to develop SEND policy and practice across the Trust</li> <li>• Provides support for Headteachers and SENCOs in providing a high quality of education for the learners with SEND in their schools</li> <li>• Liaises with external agencies including the Local Authority</li> </ul>
<b>Local Governance Committee (LGC)</b>	<ul style="list-style-type: none"> <li>• Ensures implementation of the SEND policy at school level.</li> <li>• Monitors effectiveness and outcomes for young people with SEND.</li> <li>• Appoints a named SEND Governor.</li> </ul>
<b>Headteacher/Head of School</b>	<ul style="list-style-type: none"> <li>• Ensures compliance with statutory duties within their school.</li> <li>• Ensures that their SEND Information Report is published on the school's website and updated annually</li> <li>• Oversees the strategic development of SEND provision.</li> <li>• Ensures that all staff receive CPD that supports them to meet the needs of all the young people in their class(es).</li> </ul>
<b>SENCO</b>	<ul style="list-style-type: none"> <li>• Coordinates SEND provision</li> <li>• Maintains the SEND register and oversees Education, Health and Care Plan (EHCP) processes.</li> <li>• Liaises with staff, parents, and external agencies.</li> </ul>
<b>Class Teachers</b>	<ul style="list-style-type: none"> <li>• Responsible and accountable for the progress of all young people in their class, including those with SEND (Code of Practice, 6.36).</li> <li>• Implements high quality first teaching with appropriate adaptations, informed by learning passports, for young people with SEND</li> </ul>

## Identification

All schools use a variety of ways to identify SEND needs including TA and class teacher observations and input from specialist professionals. Parents and young people are fully involved in the identification process.

## Graduated Response

Our Trust uses a graduated response (Assess – Plan – Do – Review) in line with the Code of Practice (6.44). We identify young people through teacher observation and assessment, young person progress meetings, parent/carer concerns and external professional advice and record identified young people on the SEND Register.

- **Wave 1: High quality First Teaching** – high-quality teaching for all young people with adaptations for specific learners where appropriate and possible.
- **Wave 2: Targeted Support** – additional small group interventions.
- **Wave 3: SEND Support** – personalised interventions; outside agency involvement.
- **EHCP** – statutory assessment and provision for young people with complex needs.

## Education, Health and Care Plans (EHCPs)

The Trust complies with the statutory 20-week process for EHCPs (Children & Families Act 2014). Annual reviews will be held in line with statutory requirements. Schools will ensure young person and parent/carer voice is central to the EHCP process.

## Inclusion, Accessibility and Equality

In line with the Equality Act 2010, schools will make reasonable adjustments to ensure disabled young people are not disadvantaged. Each school will maintain an Accessibility Plan and Schools will actively address potential barriers to participation, including curriculum, environment, and communication.

## Additionally Resourced Provision

Junction Farm is an Additionally Resourced Provision (ARP) which has a base to support children with Communication and Interaction needs. We currently have classrooms for Key Stage 1 and Key Stage 2. Children within our mainstream school do not have access to the ARP or its services, as places are provided by the local authority.

The purpose of the ARP is to ensure that children who are unable to access the mainstream classroom receive support from the enhanced provision to make progress that is at least in line with national expectations for children of their age.

Children within our ARP have access to:

- Support from appropriately qualified and/or experienced specialist staff

- Specialist assessments to understand their needs, identify potential barriers to making progress and inform next steps in support
- Support from occupational therapy, weekly
- Access to quiet learning environments in purpose build classrooms: KS1 room and KS2 room
- Access to a higher level of adult support
- Access to sensory rooms with a range of sensory equipment
- Staff that receive appropriate training to meet the needs of the children within their care
- Where appropriate, access to mainstream classroom learning
- Targeted interventions to promote and develop social, communication and language skills
- Enhanced transitions within school and when moving on.

Parents and carers can express a preference for an ARP during:

- Annual reviews of the Education, Health and Care Plan (EHCP)
- EHCP needs assessments

Placement decisions are made by the Local Authority, considering:

- The child's individual needs
- Parental preference
- Suitability of the provision

The Local Authority send Placements and Governance Service is available to support throughout the process.

Further information is available via the link below:

[Additionally Resourced Provisions and SEND Units - Stockton-on-Tees Borough Council](#)

## **Young person and Parent/Carer partnership**

Schools will consult parents regularly about their child's progress and provision. Learners' views will be sought and recorded as part of SEND reviews and planning.

All our schools will strive to develop a strong partnership between parents and the school SEND team. Resources are limited so it will not be possible to provide for their children everything that parents/carers would like.

Parents can also seek advice from the Local Authority's SEND Information, Advice and Support Service (SENDIASS). LA SEND caseworkers also support parents and school with identifying how best to meet each learners' needs.

## Monitoring and Evaluation

The Trust Board and LGCs will monitor SEND provision through reports from schools, data on progress and outcomes, and young person/parent voice. The SENCO will provide an annual SEND report to the Local Governance Committee.

## Statutory References

This policy is compliant with:

- Children & Families Act 2014, Part 3
- SEND Code of Practice 0-25 (2015)
- Equality Act 2010
- SEND Regulations 2014
- Education Act 1996
- Teachers' Standards (2012)
- Supporting young people with Medical Conditions (DfE, 2015)
- Keeping Children Safe in Education (DfE, September 2025)

**School SENDCO:** Miss Sarah Bligh Tel: 01642 781586

**Link SEND Governor:** Kate Barkley

**SEND Information Report:** [Junction Farm SEND Information Report](#)

**Accessibility Plan:** [Junction Farm Accessibility Plan](#)

**Local Offer:** The Local Offer gives information for parents, carers and people who support pupils with Special Educational Needs and Disabilities (SEND). It outlines the support and provision parents and carers can expect to receive for a child with SEND. All Stockton schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible development within school.

The Stockton Local Offer can be found [here](#).

**Arrangements for supporting young people with medical conditions:** Please see our trust policy available [here](#).

**Funding:** All schools are delegated funding to support children with SEND. If the provision needed is above and beyond what can normally be provided, schools can apply for additional funding to ensure needs are met. Teachers are able to complete requisitions for resources as and when

appropriate. Similarly, the SENDCO will recommend resources if support is required. This will be funded through the school's SEND notional budget. Specific resources are purchased for children who are in receipt of HNF or have EHCP's.