

SEND Policy and Information Report

Ludlow Junior School



Date of last review: July 2026

Date of next review: July 2027

Date approved: August 2026

Approved by: Policy Working Party

Introduction

At Ludlow Junior School, we want every child to feel included, supported and able to succeed.

We recognise that every child is unique and that some children may require additional support to access learning and achieve their full potential. Our aim is to provide an inclusive, nurturing and ambitious environment where all pupils can participate fully in school life and make the very best progress possible.

This document combines our SEND Policy and SEND Information Report. It should be read alongside the SEND Code of Practice (2015) and is published in accordance with the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.

We believe that:

- All children deserve high-quality teaching and learning.
- Every child can make progress from their individual starting point.
- Needs should be identified early and accurately.
- Barriers to learning should be removed wherever possible.
- Children's academic, social, emotional and physical development are equally important.
- Parents and carers are key partners in their child's education.

We measure success not simply by outcomes and test results, but by the progress, confidence, independence and wellbeing of every child.

SEND at Ludlow Junior School

A Quick Guide for Parents

At Ludlow Junior School, we are committed to ensuring that every child feels valued, included and able to achieve their potential. We recognise that children learn in different ways and that some pupils may need additional support at different points in their school journey.

If you have concerns about your child's learning, development or wellbeing, please speak to your child's class teacher in the first instance. We believe that early conversations and strong partnerships with families are the best way to ensure children receive the support they need.

What happens if there are concerns about my child?

Our approach is simple:

1. We listen and gather information

We talk with parents, teachers and the child to understand any concerns and identify strengths as well as areas where support may be needed.

2. We assess needs carefully

We review progress, classroom observations and other relevant information to build a clear picture of your child's needs.

3. We put support in place

Support may include classroom adaptations, additional resources, targeted interventions or advice from specialist professionals.

4. We review progress regularly

We monitor the impact of support, involve parents in discussions and adapt provision where needed to ensure that it remains effective.

How will I be involved?

We will:

- Listen to your views and concerns.
- Involve you in decisions about support.
- Keep you informed about progress.
- Work together to help your child succeed.
- Ensure your child has opportunities to share their own views.

What does 'being on the SEND Register' mean?

Being placed on the SEND Register does not mean that something is wrong with your child. It simply means that the school has identified that your child requires support that is additional to, or different from, that which is normally available for children of the same age. The SEND Register helps us ensure that support is carefully planned, monitored and reviewed.

Who should I contact if I have concerns?

Your child's class teacher is always the first point of contact.

You may also contact our SENDCo:

Mrs Gillie Hotston

Telephone: 023 8044 7885

Email: info@ludlowjunior.org.uk

Our Commitment to Every Child

We believe that every child has strengths, talents and potential. SEND support is not simply about overcoming difficulties; it is about helping children build confidence, develop independence and experience success. Our aim is to ensure that every pupil feels safe, supported, included and proud of their achievements.

Our Inclusive Approach

At Ludlow Junior School, we believe that all children should have access to a broad, balanced and ambitious curriculum. We are committed to ensuring that children with Special Educational Needs and Disabilities are fully included in every aspect of school life, including learning, clubs, educational visits, enrichment opportunities and wider school activities.

The majority of support for pupils with SEND takes place within the classroom through high-quality teaching that is adapted to meet individual needs. Our teachers know their pupils well and use a range of strategies to ensure all children can access learning and experience success.

We recognise that some children may require additional support at different points in their education. When this happens, we work closely with families and, where appropriate, external professionals to identify needs and provide suitable support.

How We Identify Special Educational Needs

We place great importance on identifying needs as early as possible so that children can receive the right support at the right time.

Concerns may be raised by parents and carers, teachers, support staff or the child themselves. We use a range of information to build a full picture of a child's strengths, needs and barriers to learning. This may include teacher assessments, classroom observations, progress information, medical information, discussions with families, previous school records and standardised assessments.

We carefully monitor the progress and wellbeing of all pupils. A child may require additional support if they are making slower progress than expected, if progress has stalled, or if there are concerns relating to communication, learning, social development, emotional wellbeing or physical needs.

Where appropriate, and in partnership with parents, advice may also be sought from external professionals to ensure a child's needs are fully understood and appropriately supported.

What Should I Do If I Think My Child Has Additional Needs?

If you have concerns about your child's learning, development or wellbeing, your first point of contact should be your child's class teacher.

The class teacher will discuss your concerns and may seek advice from the SENDCo if further support or assessment is required. We value the knowledge that parents have about their children and believe that working together is the best way to achieve positive outcomes.

Parents are kept informed throughout the process and are involved in decisions about support and next steps.

Our Graduated Approach to SEND Support

At Ludlow Junior School, we follow the graduated approach set out in the SEND Code of Practice. This ensures that support is carefully planned, reviewed and adapted over time so that it continues to meet a child's individual needs.

The process follows four key stages:

Assess - We gather information to understand a child's strengths, areas of difficulty and support needs.

Plan - We identify strategies, support and outcomes that will help the child make progress.

Do - The agreed support is delivered through classroom adaptations, interventions and other provision.

Review - The impact of support is evaluated and decisions are made about next steps.

This continuous cycle helps ensure that support remains responsive and effective.

How SEND Provision is Organised at Ludlow Junior School

Universal Support

All pupils receive high-quality teaching and inclusive classroom practice. Teachers adapt learning, resources and teaching approaches to meet the needs of individual learners wherever possible.

Graduated Responses 2 and 3

Where a child requires additional support beyond universal classroom provision, teachers may introduce further adaptations and strategies. Some children may have a Pupil Passport which records the approaches that help them to succeed.

Graduated Response 4 – SEND Register (Targeted Support)

If a child requires ongoing support that is additional to or different from that provided for most pupils, they may be placed on the SEND Register.

Children on the SEND Register have:

- A Pupil Passport.
- An Individual Learning Plan.
- Termly reviews of progress and provision.
- Access to targeted interventions where appropriate.

Parents and carers can access Learning Plans through Provision Map.

Examples of interventions may include:

Learning Support

- Reading interventions
- Phonics support
- Spelling interventions
- Mathematics interventions
- Precision Teaching

Communication and Interaction Support

- SALSA
- Talkabout
- Word Aware
- Phonological awareness programmes

Social, Emotional and Mental Health Support

- Zones of Regulation
- Understanding Myself
- Wellbeing interventions
- Sensory circuits

Physical and Sensory Support

- Physiotherapy programmes
- Sensory breaks
- Specialist equipment

Graduated Response 4+ – Targeted Plus

Where further support is needed, specialist advice may be sought from services such as:

- Educational Psychology

- Speech and Language Therapy
- Occupational Therapy
- School Nursing Services
- Southampton Inclusion Partnership

Additional provision may include support through:

- Sun Support Base
- The Hub
- Specialist recommendations and programmes
- An Education, Health and Care Needs Assessment where appropriate

Graduated Response 5 – Specialist Support

Some children have more complex needs and may have an Education, Health and Care Plan (EHCP).

These pupils may be supported through a combination of mainstream classroom provision, specialist interventions and, where appropriate, support within one of our specialist provisions.

Provision for pupils with EHCPs is reviewed regularly and formally through annual review meetings involving families and professionals.

Quality First Teaching and Curriculum Access

The most important support that children receive is through effective classroom teaching.

Teachers carefully plan lessons to ensure that all pupils can access learning and make progress. This may include adapting activities, using visual supports, providing practical resources, modelling learning, breaking tasks into smaller steps and allowing additional processing time.

We believe that pupils with SEND should be able to access the full curriculum wherever possible. Teaching assistants work alongside teachers to provide support within lessons and deliver targeted interventions when appropriate.

Where needed, specialist equipment and resources may also be used, including writing slopes, pencil grips, coloured overlays, assistive technology, enlarged texts and adapted learning materials.

For some pupils, individual response plans or risk assessments may also be developed to ensure their needs are met safely and effectively.

Monitoring Progress and Evaluating Impact

We carefully monitor the progress, wellbeing and engagement of all pupils, including those with SEND.

Teachers assess learning continuously and use this information to adapt teaching and support. The impact of interventions is reviewed regularly and discussed with pupils, parents and staff. Where support is not having the desired impact, adjustments are made through the Assess, Plan, Do, Review cycle.

We aim to see:

- Strong academic progress.
- Increased confidence and independence.
- Better engagement with learning.
- Positive emotional wellbeing.
- Increased participation in school life.

Supporting Wellbeing and Inclusion

At Ludlow Junior School, we recognise that children learn best when they feel safe, valued and connected to their school community.

We use the Empowerment Approach to help children develop confidence, resilience, independence and positive relationships. We believe that emotional wellbeing and academic success go hand in hand, and we are committed to supporting the whole child.

Class teachers have overall responsibility for the social and emotional development of pupils in their class. Where additional support is required, they work closely with the SENDCo and other professionals to ensure appropriate support is available.

Examples of wellbeing support available within school include:

- Emotional wellbeing programmes
- Learning mentor support
- Alternative lunchtime provision
- Fun Club
- The Hub
- Check-in and drop-in sessions
- Self-regulation programmes

Our Family Wellbeing Lead can also provide support, advice and signposting to families. Where appropriate, referrals may be made to external services such as CAMHS, Mental Health Support Teams (MHST) and the School Nursing Service.

We are committed to creating an environment where every child feels welcomed, respected and a valued member of the school community.

Working in Partnership with Parents and Pupils

We believe that parents and carers know their children best and play a vital role in supporting their learning and development.

We work closely with families, keeping them informed about progress, involving them in decisions and listening carefully to their views and concerns. We value open communication and aim to develop positive relationships based on trust and collaboration.

Children are encouraged to share their views about the support they receive and to contribute to decisions about their learning wherever appropriate. Pupil Passports capture children's strengths, interests, aspirations and the strategies that help them to succeed.

By working together, we can ensure that support reflects the needs, strengths and ambitions of each child.

Roles and Responsibilities

Headteacher

The Headteacher has overall responsibility for SEND provision across the school and ensures that statutory duties are fulfilled.

SENDCo

The SENDCo:

- Leads SEND provision across the school.
- Supports staff in meeting pupils' needs.
- Works closely with families.
- Coordinates support from external agencies.
- Monitors provision and progress.
- Ensures compliance with the SEND Code of Practice.

Teachers

Teachers are responsible for:

- The progress of all pupils in their class.
- Delivering high-quality teaching.

- Adapting learning appropriately.
- Monitoring progress.
- Working collaboratively with parents and support staff.

Trustees

Trustees:

- Monitor the effectiveness of SEND provision.
- Ensure statutory responsibilities are met.
- Support the ongoing development of provision across the school.

Transition and Moving Between Schools

We recognise that transitions can be both exciting and challenging for children and families.

To support successful transitions, we work closely with previous settings, secondary schools and external professionals to share important information and plan appropriate support. Additional visits, meetings and transition arrangements can be put in place where required.

Our aim is to ensure every child feels confident and well prepared for the next stage of their education.

Equality, Accessibility and Safeguarding

Ludlow Junior School is committed to meeting its responsibilities under the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice (2015).

We make reasonable adjustments wherever possible to ensure pupils with SEND can access learning, participate fully in school life and achieve positive outcomes.

Safeguarding remains central to everything we do. We maintain robust safeguarding procedures, carry out risk assessments where appropriate and ensure all staff receive appropriate safeguarding training.

SEND Leadership and Contact Information

The school's Special Educational Needs Coordinator (SENDCo) is **Mrs Gillie Hotston**.

If you would like to discuss your child's needs, find out more about SEND provision, or are considering whether Ludlow Junior School is the right setting for your child, please contact the school office on **023 8044 7885** or email **info@ludlowjunior.org.uk**.

The Headteacher, **Mr Ryan O'Hearn**, has overall responsibility for SEND provision across the school.

This document is reviewed annually.

Southampton SEND Local Offer

The Southampton SEND Local Offer provides information about education, health and support services available to children and young people with SEND aged 0–25.

The website includes information about:

- Education and training
- Health services
- Family support
- Activities and groups
- Specialist services
- Preparing for adulthood

Parents and carers can access the Southampton SEND Local Offer here:

<https://www.southampton.gov.uk/schools-learning/send-local-offer/>

Appendix A – Examples of SEND Provision by Area of Need

Area of Need	Communication and Interaction This may include autistic spectrum condition
Possible barrier or need	Difficulties with expressive language such as speech sounds Difficulties with receptive language (understanding and processing what is said) Difficulties with language concepts such as who, what and when Difficulties with social communication and interactions which could be related to a neurodiversity such as autism
Classroom provision and adaptations	Dual coding using visuals such as widget Short concise instructions with simplified language in sequential order Give instructions one at a time Additional processing time Reduce distractions in the environment Additional communications support – e.g., aided language boards, pecs, natural gesture First now next scheduling
Possible interventions	Small group intervention sessions -e.g., Word aware, phonological awareness Individual targets from SALSA program Social stories Talkabout social and interaction interventions Sunshine Class – theraplay and attention autism Fun Club support for alternative lunch and playtimes
Possible specialist support	Advice from NHS speech therapy Support from SALSA and school speech and language LSA Education Psychology advice -Cluster Problem Solving Southampton Inclusion Partnership Outreach Support Access to Sun Support Base

Area of Need	Cognition and Learning
Possible barrier or need	Children may have needs in one or more of the following areas: Language, memory and reasoning skills, Sequencing and organisation skills, Understanding number, Problem solving and concept development skills, Independent learning skills, Exercising choice/ decision making, Information processing Difficulties with reading, writing, spelling and maths Children may have specific learning difficulties such as: dyslexia,
Classroom provision and adaptations	Break learning down into smaller steps. Model what the child needs to do. Use of scaffolds to support tasks e.g. writing frames, prompt cards, word lists, visual prompts etc. Provide short breaks between tasks Check understanding by getting children to repeat back what has been said and asked of them. Allow alternative ways to present work. Focus group or individual support from a teacher or LSA
Possible interventions	Little Wandle catch up phonics Reading interventions – rapid reading, Little Wandle Fluency, guided Group Reading Bespoke maths interventions support Precision Teaching
Possible specialist support	Education Psychology advice Cluster Problem Solving Southampton Inclusion Partnership Outreach Support Access to Sun Support Base

Area of Need	Social Emotional and Mental Health
Possible barrier or need	Children may have difficulties with social and emotional development which cause or be developed from: -Neurodiversity including ADHD and autism and associated needs. -Mental health needs such as anxiety -Difficulties associated with attachment -Difficulties associated with Emotional Based School Absence (EBSA)
Classroom provision and adaption	Use positive praise – ensure tasks re designed so that the child experiences success Increase sense of belonging through jobs and responsibilities Minimise distractions – consider seating Use visuals to support – including now next or task/reward approach Consistent approaches Remove transitions and waiting times Generate in class movement breaks Movement aids such as chair bands and wobble cushions Consider the classroom sensory environment
Possible interventions	Sensory breaks in an alternative environment Self-regulation interventions – e.g. zones or regulation Sensory circuits – gross motor start to the day Time to talk and other wellbeing interventions
Possible specialist support	Education Psychology advice Southampton Inclusion Partnership Outreach Support Cluster Problem Solving PHIG problem solving Access to The Hub Support Base

Area of Need	Sensory and or Physical
Possible barrier or need	These children may have a medical or genetic condition that could result in difficulties with: - Gross/ fine motor skills, - Visual/ hearing impairments, - Accessing buildings or equipment, - sensory sensitivities - Toileting/self-care
Classroom provision and adoptions	Visual impairment: Enlarged texts, use of assistive technology e.g iPad, careful seating, aids such as magnifiers and adapted books Hearing impairment: Clear concise instructions Model good listening Additional time for responses Ensure careful positioning when talking – e.g. best ear closes to speaker or front on to support lip reading Additional; visual supports- use of sub-titles Physical disability- best endeavours to make reasonable adjustments e.g – standing frames, wheelchair access, high low tables and others depending on need Sensory processing – awareness of sensory environment, use of aids such as ear defenders, appropriate uniform adoptions, careful seating to reduce noise and distractions – could include individual workstation
Possible interventions	Sensory Processing: Access to sensory reduced environment for sensory breaks
Possible specialist support	Education Psychology advice - Southampton Inclusion Partnership Outreach Support -Support from the Specialist teaching team -Cluster Problem Solving - Access to The Hub Support Base