Castle Bromwich Junior School

Where together we can learn, work and succeed.

Castle Bromwich Junior School SEND Policy

Date – September 2026

Reviewed by – Mrs M Gill-Cunneen

Review date – September 2027

At CBJS we aim to teach the children to do the best they can, so that they learn the most they can, and develop academically, socially and physically to be as happy and as healthy as they can.

Review date: September 2027

Framework for Solihull Schools' Special Educational Needs and Disability (SEND) Policy

In Solihull all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. In this school we support all children to achieve well throughout their school life.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential.

This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage pupils in having a say about their progress and additional provision.

Our specific aims and aspirations for children with special educational needs are:-

To ensure that all children have an equal right to a full rounded education, which enables them to achieve their full potential. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all pupils and that all pupils are prepared for full participation in a multicultural society.

This special educational needs policy should read in conjunction with our school's local offer (also called the SEN Information Report) and our accessibility plan. This policy will be reviewed annually and was ratified by the Governing Body in **September 2027**

Special Educational Needs and Disability (SEND) Policy

Name of School: Castle Bromwich Junior School

Date the policy was agreed by Governors: September 2026

Aims of this SEND policy
The aims of our special educational needs and disability policy and practice in this school are:-

(1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
(2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
(3) To make every effort to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
(4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
(5) To work in partnership with the Local Authority and outside agencies included health professionals.
(6) To work in partnership with parents/carers and children in order to help them to be the best they can be.

What are special educational needs (SEN) or a disability?
At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

"SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a ***significantly greater difficulty in learning than the majority of others of the same age.*** *Special educational provision means* ***educational or training provision that is additional to, or different from,*** *that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have 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.'*** *This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

(https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

How does our school know if children have special educational needs and need extra help?

We know children need help if:-

Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.

A pupil asks for help.

Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-

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

Whole school tracking of outcomes indicates concern about progress or general well-being.

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning then please discuss these initially with your child's teacher. This then may result in a referral to the school SENCO whose name is Mandip Gill-Cunneen and whose contact details are s10mgill-cunneen@cbjs.solihull.sch.uk or phone the school number on 0121 7472247.

Parents may also contact the SENCo or the Head of School directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

The kinds of special educational needs for which provision is made at the school

Children and young people with SEND have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP) or a statement of special educational need, parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:-

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:-

(1) Classroom observations by the senior leadership team, the SENCo, external verifiers;
(2) Ongoing assessment of progress made by pupils with SEND;
(3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
(4) Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of **pupils with SEND;**
(5) Pupil and parent feedback on the quality and effectiveness of interventions provided;
(6) Attendance and behaviour records.

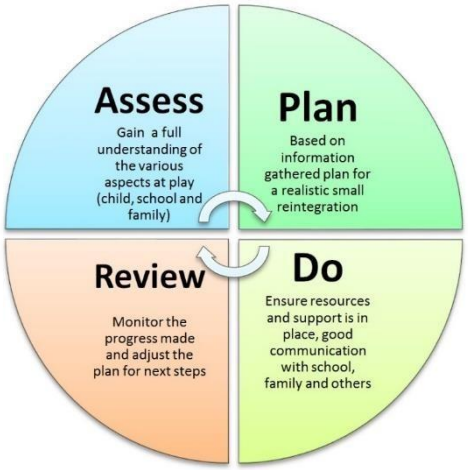
All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

Action relating to SEN support will follow an assess, plan, do and review model:



1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

As a result of the review process we may decide to involve outside agencies for specialist support.

The range of agencies that come into school can be found in our local offer (SEN information report).

The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

How will the curriculum be matched to each child's needs?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENCo and/or external specialists.

In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

We believe that strong partnerships between home and school are essential to ensuring the best outcomes for children with SEND.

Parents will receive regular updates on their child's progress towards identified outcomes through termly SEND reviews, including Individual Education Plan (IEP) reviews, Parents' Evenings and the school's reporting systems.

Class Dojo is also used as a communication tool and can provide an effective way for parents and school staff to share information, celebrate successes and discuss any concerns on a more regular basis.

Parents are encouraged to contact the school at any time if they wish to discuss their child's progress, well-being or support arrangements. Appointments can be made with the class teacher, SENCo or a member of the Senior Leadership Team by contacting the school office on 0121 7472247. We value parental feedback and recognise the important role that parents play in supporting their child's development and success.

How will parents be helped to support their child's learning?

We are committed to working collaboratively with parents and carers to support their child's learning and development.

Information about SEND support and helpful resources can be accessed through the school website at www.cbjs.co.uk and through the Solihull Local Offer, which provides information, advice and access to support services for children and young people with SEND and their families.

Class teachers and the SENCo will provide guidance on strategies and resources that can be used at home to reinforce learning and support individual needs.

Throughout the year, the school offers workshops, information sessions and coffee mornings for parents. These opportunities enable families to learn more about SEND, share experiences and develop practical strategies to support their child's learning, emotional well-being and independence.

If parents identify an area where they would like additional support or information, they are encouraged to contact the SENCo, who will endeavour to provide guidance or signpost appropriate services and resources.

What support will there be for children's overall well-being?

The well-being of all pupils is a key priority at Castle Bromwich Junior School. We recognise that children learn most effectively when they feel safe, supported and valued.

The school provides a range of pastoral and emotional support, including:

- A comprehensive Personal, Social, Health and Economic (PSHE) curriculum that promotes emotional well-being, resilience, healthy relationships and personal development.
- Opportunities for pupil and parent voice, ensuring that views and experiences inform school practice and provision.
- Targeted, evidence-based interventions delivered individually or in small groups to support emotional regulation, social skills, confidence and resilience.
- Alternative provision and structured support during less formal parts of the school day, such as playtimes and lunchtimes, for pupils who may find these times challenging.

- Access to our Inclusion Team, which works closely with pupils, families and external professionals to provide tailored support where needed.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0121 7472247.

How will parents be helped to support their child's learning?

Please look at the school website either at www.cbjs.co.uk or it can be found at https://www.solihull.gov.uk/children-and-familysupport/localoffer/children-and-young-peoples-send-service and includes links to resources that we have found useful in supporting parents to help their child.

The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.

The school organises parent workshops during the year for areas where parents may need further support. These are advertised on Class Dojo and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for children. These include:-

An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.

Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.

The school has also achieved Inclusion Quality Mark- Flagship status which demonstrates how Castle Bromwich Junior School promotes equal opportunities for all pupils, whatever their age, gender ethnicity, attainment and background. It also shows that we pay particular

attention to the provision made for, and the achievement of, different groups of pupils within school.

The school participates in the Local Authority/Essex University Health Related Behaviour Questionnaire and information from the results of this help us to improve support for children.

CBJS has an Inclusion Team made up of:-

- Senco and Assistant Senco
- A Child and Family worker and Assistant Child and Family Worker
- Learning Mentor
- Behaviour Support Manager - Reading Support Worker

This team meets regularly to review and plan the pastoral care for children across the school

For information about pupils with medical needs please refer to the Medicines in Schools Policy.

What training do staff supporting children and young people with SEND undertake?

At Castle Bromwich Junior School, we are committed to ensuring that all staff have the skills, knowledge and confidence to effectively support pupils with SEND. Staff access a range of professional development opportunities at awareness, enhanced and specialist levels to ensure provision remains inclusive and responsive to individual needs.

Whole-school SEND training includes:

- Autism Education Trust (AET) training to develop understanding and support for autistic pupils.
- Speech, Language and Communication Needs (SLCN) training delivered by the Local Authority, including practical classroom strategies.
- Writing and reviewing SMART targets to support effective SEND planning.
- The use of assistive technology and digital tools to enhance access to learning.
- De-escalation strategies and approaches to supporting pupils with Social, Emotional and Mental Health (SEMH) needs.
- Positive behaviour management and reinforcement strategies, including the use of Beacon Behaviour 360.
- Trauma-informed practice training for pastoral staff through the SEMH High Needs Team.
- **Enhanced SEND training for SEND leadership staff includes:**

- Attendance at Local Authority SEND Network meetings and local SEND forums.
- Participation in Prosper Together SEND network events.
- Training linked to whole-school communication and oracy development.
- Nurture UK training to support inclusive and nurturing approaches across the school.

Specialist training includes:

- Ongoing consultation and support from SEND specialist teachers and the SEMH Team to develop staff expertise and meet individual pupil needs.
- Trauma-Informed Practice training.
- National Professional Qualification (NPQ) SEND training undertaken by the SENCo.

In addition, staff receive regular advice and guidance from external professionals, and SEND training priorities are reviewed annually to ensure that emerging pupil needs are effectively met.

How will my child be included in activities outside the classroom, including school trips?
We are committed to ensuring that all pupils, including those with SEND, are able to participate fully in the wider life of the school.

- Thorough risk assessments are completed for educational visits, trips and extracurricular activities to identify any reasonable adjustments required.
- Appropriate support and adaptations are put in place to enable pupils with SEND to access activities safely and successfully.
- Staff work closely with parents, carers and external professionals where necessary to ensure individual needs are understood and planned for.
- We are committed to removing barriers to participation and ensuring that no pupil is excluded from school activities because of their SEND.

This inclusive approach helps all pupils to develop confidence, independence, social skills and a sense of belonging within the school community.

- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:-

(1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
(2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
(3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
(4) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the road areas of need:-
Cognition and learning
- Social, emotional and mental health
- Communication and interaction
- Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent.
- The inclusion panel receive referrals regarding any concerns around a child's progress/ needs and the panel discuss appropriate provision to support the child. This is then shared with teachers and parents.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?
This will be through:-

- discussions with the class teacher, SENCo or Senior Leadership Team member;
- during parents' evenings;
- meetings with support and external agencies.

In addition, our school has a forum for parents and carers. All are invited to attend these termly Coffee Mornings to support parents in a range of areas that they feel they may require further information about. . Parents are also able to phone for an informal appointment to raise issues of concern and to ensure the school provision is responsive to pupil and family needs should they wish to.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:-

- Your child's class teacher;
- The Senco; Mandip Gill-Cunneen Carole Churchard (Assistant Senco)
- Learning Mentor- Steven Napier
- Behaviour Lead- Gemma Gibbon
- The Head of School- Tristi Timms

For any complaints, please contact the School Governor with responsibility for SEN. The named SEND governor is Cindy Miekle and they can be contacted via the school office on 0121 7472247
Support Services for parents of pupils with SEN include:

- Solihull SENDIASS offer a free impartial advice and support to parents and carers of all children and young people with SEND. Contact: Solihull SENDIASS - Solihull SENDIAS - Family Action Phone: 0121 5165173 6666

- Solihull Parent Carer Voice – an independent parent carers working together to raise awareness and improve outcomes for all children with Special Educational Needs and/or Disabilities (SEND 0-25). Solihull Parent Carer Voice SPCV | Inspiring Positive Change Contact at enquires@spcv.org.uk

- For parents who are unhappy with the Local Authority and wish to make a complaint please go the Local Offer page https://www.solihull.gov.uk/children-and-family-support/localoffer/send-complaints-process and follow the guidance.

- *Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability*

Information on where the Local Authority's Local Offer can be found

Solihull's Local Offer can be found via this link:-

https://www.solihull.gov.uk/children-and-family-support/localoffer

Castle Bromwich Junior School's Information Report:

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The Special Educational Needs and Disability Regulations 201

Schedule 1: Information to be included in the SEN information report – in Solihull this is also known as the school's SEN Offer.

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC
   Plans, including:-
   (a) how the school evaluates the effectiveness of its provision for such pupils;
   (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
   (c) the school's approach to teaching pupils with special educational needs;
   (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
   (e) additional support for learning that is available to pupils with special educational needs;
   (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
   (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Coordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32. (Section 32 refers to the Local Authority's duty to provide information on mediation).
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the Local Authority's local offer is published.

Glossary

(A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SEN Support : On the SEND register (indicating the possible involvement of external agencies)

SENCo: Special Educational Needs Coordinator (also written as SENCO)