

Merton Junior School



'Be wise, together we succeed'

SEND Policy

Date reviewed: May 2026		
Next review date: May 2027		
Headteacher	Signed:	Date: May 2026
Chair of Governors	Signed:	Date: May 2026
Date approved: February 2017; Date reviewed: February 2018; Date reviewed: February 2019; Date reviewed: February 2020; Date reviewed: February 2021; Date Reviewed: February 2022; Date Reviewed: February 2023		
Date reviewed: January 2024 – further detail added regarding provision in school		
Date reviewed:- January 2025 – no changes made to content (apostrophes added for grammatical accuracy)		
Reviewed and rewritten:- May 2026 – information included around Ordinarily Available Provision, all other information streamlined for ease, improvements made to wording across the policy. Additional paragraph about the Local Offer.		

Rationale and Ethos

Merton Junior School is dedicated to providing high-quality, inclusive education to every child in our community. We believe all pupils are entitled to a broad academic and social curriculum that is accessible and inclusive.

Our Core Principles:

- **Equality of Value:** We strive to eliminate prejudice and discrimination, creating an environment where all children flourish.
- **Sense of Belonging:** We focus on developing cultures and practices that include all learners, offering new opportunities to those who have faced previous difficulties.
- **Responsive Teaching:** Inclusion does not mean treating everyone the same; it means responding to varied life experiences and individual needs.
- **A Holistic View:** We monitor the achievement of all groups, including EAL learners, Travellers, Young Carers, and Looked After Children (LAC).

Identifying Special Educational Needs

We categorise SEND into the four primary areas defined by the SEN Code of Practice:

1. **Communication and Interaction:** Difficulties expressing themselves or understanding others.
2. **Cognition and Learning:** Challenges in acquiring basic literacy and numeracy skills.
3. **Social, Emotional, and Mental Health (SEMH):** Difficulties with relationships, self-regulation, or mental wellbeing.
4. **Sensory and/or Physical (PD):** Visual/hearing impairments or medical conditions that affect learning.

Objectives of our SEND Provision

1. **Compliance:** Implement the SEND Act and Code of Practice effectively.
2. **Early Intervention:** Identify needs as they arise and provide support promptly.
3. **Full Access:** Ensure the curriculum is accessible through differentiated planning.
4. **Positive Perception:** Foster a community where SEND provision is valued by staff, pupils, and parents.
5. **Transition:** Equip pupils with the skills needed for a successful move to Secondary School.

Roles and Responsibilities

The SENDCo (Jill Dyer)

- Oversees the day-to-day operation of the SEND policy.
- Coordinates specific provision and manages the SEND budget/resources.
- Liaises with external agencies (Educational Psychologists, Health, and Social Care).
- Supports transition planning for pupils entering or leaving the school.
- Organises and conducts EHCP annual reviews.
- Submits EHCP applications, in consultation with parents/carers.
- Provides support and advice to staff to improve the provision for SEND pupils across the school.

The Class Teacher

- **First-tier Support:** The teacher is responsible for the progress of all pupils in their class.
- **Identification:** Collaborating with the SENDCo to identify barriers to learning.
- **Daily Delivery:** Implementing individual programs and targets within daily lessons.

Specialised Support Staff

- **ELSA (Emotional Literacy Support Assistant):** Providing targeted emotional interventions.
- **Thrive Practitioner:** Supporting children who require additional help with emotional development.

The Graduated Approach to Support

The school follows a cycle of **Assess, Plan, Do, and Review**:

Level of Support	Description
Quality First Teaching / Ordinarily Available Provision (OAP)	Differentiation within the classroom, modifying objectives and teaching styles.
SEND Register	For pupils making little progress despite differentiation. Involves targeted small-group or 1:1 intervention.
Provision Mapping	Targeted interventions tracked weekly and reviewed termly with parents and the SENDCo.
Statutory Assessment	If significant needs persist, the school and parents may request an Education and Health Care Plan (EHCP) from the LEA.

Ordinarily Available Provision (OAP)

The majority of pupils' needs can be met through Ordinarily Available Provision. This is the high-quality, inclusive teaching that is available to all students as part of our universal offer. It focuses on removing barriers to learning through environmental tweaks and pedagogical strategies.

To ensure every child can access the curriculum, our staff implement a range of "universal" strategies across the four areas of need:

Communication and Interaction

Visual Supports: Use of visual timetables, "Now and Next" boards, and clear icons to support transitions and instructions.

Processing Time: Allowing a "10-second pause" after asking a question to give children time to process and formulate a response.

Structured Language: Using short, clear sentences and avoiding complex idioms when giving directions.

Cognition and Learning

Scaffolding: Providing word banks, sentence starters, and "writing frames" to help children begin tasks.

Chunking: Breaking down long tasks into manageable, "bite-sized" steps.

Dual Coding: Presenting information using both words and pictures to support

memory and understanding.

Manipulatives: Access to concrete resources in Maths (like Numicon) regardless of the child's age or year group.

Social, Emotional, and Mental Health (SEMH)

The MERTON Values: Using our school values to frame behavioural expectations and praise.

Worry Boxes: A safe, anonymous way for children to communicate anxieties to their teacher.

Brain Breaks: Short, scheduled physical or mindfulness breaks to help children regulate their energy levels.

Clear Routines: Predictable classroom starts and ends to reduce anxiety for all learners.

Sensory and Physical

Learning Environment: Reducing clutter on walls and ensuring clear pathways for movement.

Seating Choice: Strategic seating (e.g., placing a child with hearing needs at the front or a child who needs movement near the end of a row).

Fidget Tools: Allowing the discreet use of "fiddle toys" or weighted lap pads where it aids concentration.

Workstations: Providing quiet, distraction-free "calm zones" or individual workstations within the classroom.

The "Universal" Goal

Our Ordinarily Available Provision is designed to be proactive rather than reactive. By making these tools available to everyone, we ensure that Merton Junior School is a truly inclusive environment from the moment a child walks through the door.

Allocation of Resources

We provide a range of adaptive resources to ensure equity of access, including:

- **Technology:** Laptops and iPads where appropriate.
- **Environment:** Adapted seating, tilted workboards, and noise-cancelling headphones.
- **Literacy/Visual Support:** Tinted overlays, dyslexia-friendly library books, and specialised stationery.

Partnership with Parents and Pupils

- **Collaboration:** Parents are involved at every stage. Class teachers meet with parents of children on the SEND register at least three times a year.
- **Transparency:** We share the Hampshire Parent Partnership details to ensure

families have external support.

- **Pupil Voice:** Children are involved in discussions about their targets and how they feel they learn best.

Inclusion and Accessibility

- **Physical Access:** The school is level-access for wheelchairs on the ground floor, with disabled parking and accessible toilets. We ensure markings for visually impaired pupils and optimised acoustics for those with hearing difficulties.
- **The "Hidden" Curriculum:** No child is excluded from extra-curricular activities or school trips due to their impairment.
- **Transition (Year 2 to Year 3):** Our SENDCo meets with Infant School staff and organises additional visits, social stories, and "Nurture" sessions in The Orchard to reduce anxiety.

External Agency Involvement

We maintain strong links with:

- CAMHS & Mental Health Support Teams
- Primary Behaviour Service
- Specialist Teacher Advisories (Visual/Hearing/Physical)
- Speech and Language Therapy (SALT)
- Occupational Therapy & Physiotherapy

The Local Offer

In addition to the support provided by Merton Junior School, the school works in partnership with the local authority to ensure families have access to wider community resources. The Hampshire Local Offer is a dedicated online hub that provides information, support, and services for children and young people aged 0–25 with Special Educational Needs and Disabilities. It outlines the provision available across the county—from health and social care to leisure activities and transition support. By linking our school's SEND Information Report to the Local Offer, we ensure that parents and carers can easily navigate the full range of statutory and voluntary services available to help their children thrive both inside and outside of the classroom.

The Hampshire Local Offer can be accessed via the Hampshire County Council website, providing a transparent and comprehensive directory for our families.