Special Educational Needs and Disabilities (SEND) Policy

Approved by Staff:
Approved by Governing Body:

Date of this review: September 2026

Date of next review: September 2027

Introduction

This policy is written to comply with the statutory duties set out in the SEND Code of Practice (2015) and the Children and Families Act 2014. We are committed to providing an inclusive and supportive environment for all pupils with special educational needs and disabilities.

This school provided a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs or disabilities either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. We also have an additional behaviour policy that clearly defines the expectations we expect of our children and the support required from home to reinforce this.

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child, academically and emotionally
- To ensure that the special educational needs of children are identified, assessed, provided for and reviewed on a regular basis, based on the **four broad areas of need** outlined in the SEND Code of Practice:
    - **Communication and Interaction**
    - **Cognition and Learning**
    - **Social, Emotional and Mental Health Difficulties**
    - **Sensory and/or Physical Needs**
- To make clear the expectations of all partners in the process
- To identity the roles and responsibilities of staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that our children have a voice in this process

Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches, equipment, resources and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with a range of needs both academically, emotionally and with regards to their behaviour
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning
- Providing support for children with disabilities

Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children have a learning and or emotional difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age
- They are under school age and fall within the definitions above

Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All children in the Foundation Stage are assessed through the Foundation Stage Profile. Other children, on entering our school are assessed so that we can build upon their prior learning. Previous school records are also valuable. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child is not making the expected progress, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices, following good Quality First teaching. The class teacher will keep parents informed and draw upon them for additional information. If however, after additional input by use of the

graduated approach (Assess, Plan, Do, Review), there is still a concern, the Special Educational Needs Co-ordinator (SENCO), will become involved in the child's learning needs and provide the teacher and parents with advice and additional support. The SENCO will then take the lead in further assessments of the child's needs and make referrals to specialists as and when necessary.

We will document the support strategies and outcomes for a pupil within a One Page Profile or a similar person-centered plan. This profile will be co-produced with the pupil to capture their voice, including their strengths, aspirations, what is important to them, and how they wish to be supported. Using the Graduated Approach of Assess, Plan, Do, Review, a Person-Centred Review meeting will be held with the pupil, parents, class teacher, SENCO, and other relevant staff to collectively set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) outcomes based on ongoing assessments. These outcomes will then be reviewed at least termly to measure progress and inform the next steps.

For any support needed from outside services, we will always consult parents prior to this for their consent. In most cases, children will be seen in school by external support services. This enhanced level of support is called SEND Support.
External support services will provide information for or attend the child's new Person Centred Review. The new strategies created will, wherever possible, be implemented in the child's normal classroom setting.
If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care Needs Assessment to the Local Authority (LA). A range of written evidence about the child will support the request.

In our school the SENCO:

- SENCO has a key role in the strategic development of SEND policy and provision
- Co-ordinates the provision for and manages the responses to children's special needs
- Supports and advises colleagues
- Oversees the records of all children with special educational needs and disabilities
- Acts as the link with parents
- Acts as link with external agencies and other support agencies
- Monitors and evaluates the special educational needs provision and reports to the Governing Body
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs
- Contributes to the professional development of all staff
- Acts as a link with health professionals and makes referrals
- Development of professional knowledge and implements changes to school practice
- Liaises with SENCOs from local secondary schools
- Develops a range of support for both children and their parents

The Headteacher will:

- Work with the SENCo and SEND governor to develop the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class Teachers:

Each class teacher is responsible for

- The progress and development of every pupil in their class
- Working closely with, and support, staff 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 SENCo to review the progress and development of pupils and decide any changes to provision.
- Ensure they follow the SEND policy and the Lambourne SEND Pathway.

Learning Support Assistants:

Each learning support assistant is responsible for:

- Supporting children with their learning under the direction of the class teacher and/or the SENCo, implementing strategies recommended by the teacher, SENCo or professional from external agencies.
- Striving to develop independence in the children with whom they work.
- Providing feedback to the teacher and/or SENCo on the progress of the pupils with whom they work to inform planning and review.

Teachers are the line managers for their LSAs (Learning Support Assistants) or TAs (Teaching Assistants). Performance management is undertaken by a member of the SLT team.

The Role of the Governing Body

The Governing Body has due regard to the Code of Practice and Inclusion Policy when carrying out its duties toward all pupils with special educational needs.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The Governing Body ensures that parents are notified of a decision by the school that SEND provision is being made for their children.

The Governing Body has identified a governor to have special oversight of the school's provision for pupils with special educational needs and disabilities. The "responsible person" in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Allocation of Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Educational Health and Care Plans.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet annually to agree on how to use funds directly related to EHCPs and other relevant support. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

The school's SENCO attends meetings, training sessions, and accesses SEND resources through the Epping Forest Area Schools' Group.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that brings feelings of success and achievement

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Quality First teaching and Person Centred Reviews, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing level of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with Parents

The school works closely with parents in the support of those children with special educational needs, disabilities and behavioural difficulties. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with additional needs.

The school prospectus contains details of our policy for special educational needs and disabilities, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

We have Person Centred Review meetings each term to share the progress of children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil Participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills and this is continued throughout all further years.

Children are involved at an appropriate level in setting targets in their One Page Profiles and within the termly Person Centred Review meetings. Children are encouraged to make judgements about their own performance against the outcomes set. We recognise success here as we do in any other aspect of school life.

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers and support staff with advice and training. The SENCO and the headteacher hold regular meetings to review the work of the school in this area.

The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full Governing Body.

Accessibility

This policy is available on the school website in a digital format. Parents and carers who require the policy in an alternative format, such as a large-print version or a paper copy, can contact the school office. We are committed to making our policies accessible to all. If a parent or carer has a disability or requires information in a language other than English, we will make every effort to provide appropriate support, such as arranging for interpretation or a translated summary of key points..