



Springfield Primary School



School Policy

Special Educational Needs and Disabilities

**The Policy was formally adopted by the
Governing Board on:**

Date: 20 April 2026



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

COMPLIANCE

This policy sets out for parents how Springfield Primary endeavours to approach the education of children with special educational needs and disabilities (SEND)

The relevant legislative background for this policy can be found below:

- Children and Families Act 2014
- SEND Code of Practice 0-25 years 2014 (Updated 2024)
- I 2014 1530 Special Educational Needs and Disability Regulations 2015
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010 (Updated 2019)
- Statutory Guidance on Supporting pupils with medical conditions December 2015

This policy should be read in conjunction with the following school policies:

Accessibility Plan, Equality Policy, Behaviour Policy, Admissions Policy, Health & Safety Policy, Use of Reasonable Force and Restraint, Safeguarding Policy and Complaints Policy.

Please also see our school ethos, aims and values.

This policy was prepared in conjunction with staff and is subject to approval by the governors at their next Full Governors Meeting.

SECTION 1

The school SEND Co-ordinator (SENDCo) is Mrs Jessica Hubbard, who is a qualified teacher and holds the National Award for SEND co-ordination. She is supported by the Pastoral Lead, Mrs Jill Kettley and assistant SENDCo, Mrs Mara.

The SENCo and Pastoral Lead contribute towards:

- The development of SEND provision
- Planning future action
- Identifying areas of need
- Allocating resources in the most efficient ways
- Managing SEND staff
- Training and support for all staff
- Monitoring provision, one planning, interventions
- Performance management of 1:1 staff
- Applying for additional support for high needs children (EHCP, IPRA)
- Communication with SEND OPS, Inclusion partners, Engagement facilitators, Educational Psychologists, Occupational therapists, medical professions/ specialists etc.

It is the responsibility of the school's governing body to secure the necessary provision for any pupil with SEND. The governor responsible for SEND is Miss Jade Wigley.



To talk with Mrs Hubbard, Mrs Mara or Mrs Kettley, please contact the school office or ring 01245 461077.

The ethos, aims and values of Springfield Primary School are central to our provision of SEND. "Springfield Primary School is a happy, caring, friendly school where all children are encouraged to reach their full potential and where we all learn to respect each other and our environment". We aim to develop a safe, secure and caring community where each child's happiness is of great importance, there are high expectations of good behaviour for all children and where each child can develop positive and co-operative relationships. We aim to ensure that **every** learner fulfils their potential.

The majority of children will have their special needs met within mainstream schools, without Education and Health Care Plans (EHCPs). This means that every teacher is a teacher of special educational needs, being supported and monitored by the SENDCo. Therefore, Springfield Primary School endeavours to ensure that the arrangements for learning support are an integral part of the normal planning and delivery of a broad, balanced and differentiated curriculum. This pre-emptes areas of likely difficulty and emphasises our commitment to early intervention.

We aim to promote an inclusive ethos, endorsing equality for all people involved with the school. In particular, we actively seek to remove the barriers to learning and participation that can hinder or exclude pupils with Special Educational Needs. Related issues are addressed as part of the School Development Plan.

Definition of Special Educational Needs

According to the Code of Practice (2020 update):

- xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - have a significantly greater difficulty in learning than the majority of the children of the same age;
 - or
 - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

Other issues which may impact a child's progress and attainment but are NOT SEND include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for schools provided under the current Disability and Equality legislation – these alone do not constitute SEND)
- Attendance or punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium grant (PPG)
- Being a Looked After Child (LAC)
- Being the child of Service Personnel.



Admission Arrangements

The currently agreed admission arrangements, outlined in the school brochure and the Essex County Council Primary Education booklet make no distinctions as to pupils with special educational needs. The aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with a Statement of Special Educational Needs or Educational and Health Care Plan (EHCP), the SENDCo / Pastoral Lead will work closely with the LA in coming to a decision about the most appropriate provision for the pupil. No pupils within our catchment area will be refused admission solely on the grounds that they have special educational needs. Springfield Primary School has wheelchair access to all parts of the school and playground and there are toilets designated for disabled use.

SECTION 2:

“ A big thank you for believing in me.” Year 6 pupil.

1. AIM

Our long-term aim is to raise the aspirations of and expectations for all pupils with SEND. Our focus is on improving the outcomes for children and not just hours of provision and support.

2. OBJECTIVES:

To identify and provide for pupils who have special educational needs and additional needs. To work within the guidance provided in the SEND Code of Practice, 2020 and also:

- A) To adopt a “child centred” approach so provision of support where children are involved in the setting of targets, have their hopes and aspirations heard.
- B) To provide a stable and caring environment in which children can:
 - Learn and develop to their full potential within all aspects of school life
 - Work with others co-operatively
 - Contribute to the ethos of the school constructively
 - Gain success
 - Build their self-confidence and levels of resilience
- C) To involve all school personnel in responding to the educational, social and emotional needs of the individual, whilst maintaining confidentiality as required.
- D) To ensure that teaching staff, meet the needs of all pupils through:
 - Adapting the curriculum and varying teaching styles to meet the variety of learning styles that children have
 - Assessing and recording needs in consultation with the SENDCo, parents and children themselves, as appropriate.
 - Initiating and reviewing One Plans or Passports on a termly basis for children with special educational needs, using a child centred approach and following an assess, plan, do, review profile.
 - Providing the materials, resources and intervention materials to help individuals to consolidate and practise the skills they need.



- Providing the time for these activities, whether individually or within small groups, during the school day.
- E) To work in partnership with parents/carers for the benefit of their child.
- F) To work closely and collaboratively with support services and other agencies as necessary. Plan and provide resources and assessment tools for all interventions.

THE ROLE OF THE SENCO

The school SEND co-ordinator is Mrs Jessica Hubbard who is responsible for overseeing SEND provision including:

- Day to day operation of the school SEND policy
- Liaison with all staff
- Managing a team of 1:1 TAs
- Liaison with parents
- Liaison with outside agencies (Incl Medical and Social Services, Specialist teachers, Inclusion Partner and Educational Psychologists, CAMHS, Statutory assessment team etc)
- Advising class teachers on differentiation issues, approaches and materials
- Supporting teaching staff in managing the provision of SEND at Additional School Intervention level
- Taking the lead for managing the provision of SEND at High Needs level including those with Education and Health Care Plan (EHCP)
- Teaching pupils with SEND and supporting teachers and TAs with interventions
- Overseeing that all paperwork is up to date, including the SEND Register, School Provision map, One Plans, Passports, Annual reviews, requests from outside agencies for additional info to support Paediatric appointments and referrals.
- Attending consultations with parents, teachers and all other relevant personnel when appropriate
- Conducting some One Planning Meetings
- Application for IPRA funding and EHCP needs assessments.
- Writing Annual Reviews
- Keeping up to date with current initiatives
- Helping to identify and meet staff INSET needs with regard to SEND matters □ Providing the lead in reviewing, evaluating and updating the school policy.
- Completing a yearly SEND Provision Review with links to the school development plan
- Acting as a focus for the development of the whole school's response to meeting SEND
- Reporting to Governors, meeting with SEND Governor regularly.

SECTION 3: IDENTIFICATION AND ASSESSMENT ARRANGEMENTS

1. ALLOCATION OF RESOURCES

In addition to the funds delegated to the school by the LA to provide extra resources for children with SEND, provision is made from the school budget to meet the costs of books, equipment and staffing.



Details of each year's budget and expenditure are kept by the school's Office Manager who regularly consults with and updates the SENDCo.

2. PROVISION OF SEND SUPPORT

Identification and Assessment

The Code of Practice 2020 identifies four areas of SEND which are further subdivided:

- Communication and interaction (Speech, Language & Communication Needs, Autistic Spectrum Disorder).
- Cognition and learning (Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.) Moderate Learning Difficulties, Severe Learning Difficulties, Profound & Multiple Learning Difficulties
- Social, Emotional and Mental Health
- Sensory and/or physical (Visual Impairment, Hearing Impairment, Multi-Sensory Impairment, Physical Disability)

The purpose of identification is to work out what action the school needs to take, **not to fit** a child into a category. At Springfield Primary we endeavour to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

We recognise the importance of early identification and intervention for the child with special educational needs. Many children will already have had specific needs identified by their previous school or nursery and we therefore seek to liaise as closely as possible with these so that appropriate programmes of work can be maintained without interruption.

Children remain the responsibility of the class teacher and they are accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching and differentiation with reference to the Provision Guidance is the first step in responding to pupils who may have SEND. All children are expected to make progress. However, it should not be assumed that all children will progress at the same rate. The rate of progress may vary depending on individual learning styles and ability. On occasions teachers will identify children, who despite following a differentiated curriculum, are making inadequate progress.

Adequate progress includes progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress; closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

At Springfield we monitor and officially record the progress of all pupils on the school tracking system every term and reviews of progress take place immediately following these assessments in the form of Pupil Progress Meetings. Class teachers are continually monitoring progress. Where progress is not sufficient, even if a special educational need has not been identified, we may put in place extra support to enable the pupil to catch up. This extra support may include in-class provision such as further support from a teaching assistant, focus groups in class, provision of specific resources such as visual prompts, daily reading, spelling support, handwriting programmes or maths interventions. The class teacher can then refer the child to the SEND team, where further investigations, observations and discussions will take place to ensure the correct and appropriate provision is



provided to each child. These children will continue to be monitored over an agreed period, reviewed and then a decision will be made as to whether they will need to go onto the school SEND register or not.

Where pupils continue to make *inadequate* progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCo, the Pastoral lead and at times, outside agencies, will assess whether the child potentially has a more significant learning difficulty. If the answer is yes, and after consultation with parents/carers the pupils will be put on the school SEND register

The decision to be placed on the SEND register will be informed by an analysis of whole school assessment procedures, including:

- Foundation Stage Profile scores
- Teacher assessment and observation
- End of key stage assessment tests
- Termly levelling of work for tracking and target setting
- End of year assessments/ tests
- Standardised tests
- Specific skills checklists/observations
- SEND Screening

We will discuss requesting that the Local Authority (LA) initiate statutory assessment of the child's needs if:

- Adequate progress has not been made despite provision of an individual programme and concentrated School Support backed up by evidence.
- A child is identified as demonstrating a significant cause for concern and
- The child's needs cannot be met under the current resources available to the school.

At Springfield Primary, our commitment to providing every child with the correct and appropriate provision, inclusive of all needs and abilities, remains paramount. To further enhance and focus this support, we follow a streamlined 5-tier system for our SEND provision. This structure is designed to ensure that the support each child receives is as targeted and effective as possible.

Tier One: Quality First Teaching. This foundational tier focuses on delivering high-quality, inclusive teaching strategies for every child within the classroom environment. It is the core of our educational approach, ensuring all children benefit from excellent teaching and learning.

Tier Two: Cause for Concern. When a staff member identifies a potential area of concern for a child's learning or development, a referral will be made to our SENCO. This initiates a process that may include observations, specific SEN assessments, the implementation of Ordinarily Available provision, meetings with parents/carers, and a period of monitoring and review over an agreed period of time.

Tier Three: Pupil Passport. A Pupil Passport serves as a vital communication tool, designed to provide teachers with essential information regarding a pupil's individual needs. Based on diagnostic reports and other relevant information, it outlines specific learning requirements and effective supportive strategies to enhance Quality First Teaching in the classroom. A child with a Pupil Passport may be placed on the SEN register. Please note, for children with a Pupil Passport, there will not be termly meetings, but a communication log will be maintained for any significant changes.



Tier Four: One Plan. A One Plan is implemented when a pupil is in receipt of a number of targeted and specialist interventions due to an identified SEN need that presents a significant barrier to their learning. Children with a One Plan will be placed on the SEN register. The One Plan supports the graduated approach of 'assess, plan, do, review,' with the school setting specific targets and closely monitoring individual progress. Unlike an Education, Health and Care Plan (EHCP), a One Plan is not a legal document and is reviewed on a termly basis. These reviews will typically take place during our Autumn and Spring Term parents' evenings, with an additional meeting arranged by the class teacher in the Summer Term.

Tier Five: Education, Health and Care Plan (EHCP). An EHCP is a legal document that comprehensively outlines a child's special educational, health, and social care needs. It must list all identified special educational needs, the specific, detailed, and quantified provision required to meet each need, and sets aspirational outcomes for the child. Similar to Tier Four, termly meetings with parents/carers will be held, supplemented by an Annual Review, which is a statutory process to assess and potentially amend the needs, provision, and outcomes specified in the EHCP.

3. Provision for Children Causing concern

1. **High quality teaching**, differentiated activities / approaches used for individual pupils or small groups of children, is the first step in responding to pupils who have SEND, with reference to the Inclusive Teaching Framework (Essex County Council 2023)
2. **A graduated approach** is then acted upon. This involves more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of the child. The process is:

Assess - using the methods listed previously.

Plan - the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge. A Pupil Profile is written with the child and a Pupil Support Plan will be put in to place after discussions with staff and parents. The whole child is taken into consideration when developing appropriate support for their needs.

Do - The teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCo supports the class teacher or teaching assistant in the implementation of the intervention and further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review - The effectiveness of the support and the impact on the child's progress is reviewed in line with the agreed date. The class teacher and relevant support staff, working with the SENDCo will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil. Formal reviews with parents are conducted where a new provision plan for the child will be drawn-up.



3. Involving Specialists

We may involve specialists at any point for advice regarding early identification of SEND and effective support. When available we involve a specialist if a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite support. Parents are always part of this discussion.

SECTION 4: MANAGING PUPILS ON THE SEND REGISTER

We follow the Code of Practice 2020 and children are placed on the SEND register at School Support. We follow the guidance provided by Essex LA in their Provision Guidance. They promote three stages:

- High Quality Teaching for all pupils
- Additional School Intervention (ASI)
- High Needs (HN)

When children are placed on the SEND register, we have 3 categories:

1. High Quality Teaching (Causes for concern) – in this category there will be children who are being monitored for potential SEND, there will also be children that we are monitoring as they have been highlighted by staff as making inadequate progress. There may be a few children who have a diagnosis or is suspected to have a specific need but do not require any additional support but we will monitor their progress. In this category, their support will continue to be in the form of High Quality Teaching as for all pupils. (These children are included in our SEND percentages but often move forward without additional outside support and extra funding)
2. Additional School Intervention (ASI) – in this category there will be children who are on the SEND register and who require additional School Support. It involves an assessment and intervention process which is usually co-ordinated by the SENDCo working alongside other school staff. Interventions at this stage will be additional to those provided through classroom support. To support this process, the school may wish to ask for support from other agencies to help them with assessment and intervention for pupils at this stage. Children will be additionally supported in the form of termly one plans, passports, targets and meetings with parents to monitor progress and develop appropriate provision/ intervention.
3. High Needs (HN) - Children who have a one plan or passport but continue to make inadequate progress, who may have a diagnosis of conditions which impact their learning significantly, and despite high levels of support are still making limited progress, may require further investigation and support. At this point, evidence may be collected, further observations made and a request for additional support and funding may be made to the EHCP panel at ECC in the form of an EHCP Needs Assessment Request (NAR). This level of intervention is for pupils with more complex and/or enduring difficulties and whose progress is considered insufficient, despite carefully planned interventions at the previous levels.' (Essex Psychological Service Provision Guidance)

The decision to progress from one stage to another is made following reference to the current LA guidelines and following consultation between the class-teacher, SENDCo/ Pastoral lead, parents, pupil and other professional as appropriate.

Most children with additional needs who are given a One Plan or Passport, become part of the SEND register, at either ASI or HN. These plans identify short term targets which are additional to or different



from the differentiated curriculum presented in each class. These are reviewed and revised three times a year. Progress is monitored formally every term but may be monitored more frequently depending upon the needs of individual children and the type of intervention they are receiving.

The SEND Register, maintained and updated by the SENDCo, contains a list of all children presently being monitored or supported and is updated regularly. Each teacher has access to the Inclusion Framework and the Ordinarily Available documents provided by ECC as reference tool, and copies of the SEND register and all One Plans and Passports are accessible via the staff pool. Class teachers use these to inform their planning.

Each class has a half termly provision map, which lists the type of provision/frequency/adaptive teaching each child on the SEND register requires. The SENDCo work to support the class teacher to produce these as well as monitoring the impact of these on a half termly basis. Staff are required to review these provision maps weekly to ensure accurate and up to date assessment and planning for teaching and learning. The SENDCo can at any point, monitor the effectiveness of these interventions via observations and monitoring planning.

At **ASI**, the class teacher is responsible for recording and reviewing progress in consultation with other relevant staff and parents. However, the SENDCo/Pastoral Lead is available to advise and assist when gathering information and completing the review. The Class Teacher is currently responsible for planning the provision and writing the One Plan or Passport in consultation with staff and is responsible for ensuring that the identified provision takes place and for recording progress made towards the targets.

At **HN (Having an EHCP or be in the process of gaining an EHCP)** it remains the responsibility of the class teacher to ensure the child makes progress in basic skills and gains access to the full National Curriculum. They also write the more detailed One Plan in consultation with SENDCo/Pastoral Lead and any external agencies and the class teacher plan the provision and write the Support Plans for these children. They may assist the class teacher in planning and may be involved in the assessment and teaching of children at HN. The class teacher is responsible for ensuring that the identified provision takes place and for recording progress made towards the targets. The SENDCo is responsible for leading the annual review of each child with a EHCP.

Parent/carers' views of the pupil's progress and needs are valued and recorded on the One Plans or Passports as are the views and aspirations of the pupil.

"I like maths and I have got better at it. I like maths best of all. I find reading easier too." Year 3 pupil.

In addition to termly One Plan meeting, pupils with an EHCP have these reviewed one a year in the format of an Annual Review Meeting. The EHCP Review Meeting is usually chaired by the SENDCo and can be attended by the child, parents/carers, the class teacher and any TAs who work closely with the pupil concerned may also attend, any external agencies involved in the child's progress are invited to attend or submit a report. The school Educational Psychologist and secondary school SENDCo may also be present particularly for Transitional Reviews in Year 5. These meetings follow the detailed guidelines issued by the LA. A Transfer Review is also held in Year 5 to convert current Statements to EHCP.

For most pupils with SEND, extra help is provided within the classroom, managed by the class teacher. Where it involves spending some time outside the ordinary classroom (e.g speech and



language provision), we aim to ensure that children are receiving access to a full curriculum. Our aim is always to develop the full potential of all children with SEND alongside their peers, in line with Government and LA guidelines. All pupils have access to the school's extra-curricular activities. Where required, additional support is provided to enable access to playtime, school trips and journeys.

Prior to the end of Key Stage 1 and 2, teachers decide whether any special arrangements are appropriate for pupils with SEND during SATs. Tasks may be used in order to determine this.

For children who may experience difficulty accessing the tests, it is possible for the school to request permission for additional time. Readers and scribes are used at the discretion of the school in accordance with annually published guidance by the Qualifications and Curriculum Authority.

"...is absolutely loving school and is coming on in leaps and bounds. It's a delight to witness and has a lot to do with the wonderful staff at Springfield." Parent of a child in Year 1.

OUTSIDE AGENCIES

The school funds a part-time independent Speech and Language Therapist who works with children who may benefit from speech, language and communication assessments and interventions.

We seek to promote a positive relationship with a variety of outside support agencies. These include visits from or meetings with our Inclusion Partner, Educational Psychologist, the Attendance/ Compliance team, SEND OPS staff, Speech & Language Therapists, Community Paediatrician, School Nurse and various other agencies as appropriate.

Outside agency personnel observe, assess and interview pupils, always with parental permission. Parents are always informed of the outcome of such meetings. Agency support may also take the form of advice or training.

TRANSFER OF CHILDREN

Mrs Hubbard is also the lead for transition into and out of Springfield Primary School.

The successful transfer of pupils with SEND between Pre School, Key Stages 1, 2 and 3 is highly valued in Springfield Primary School. Staff in KS1 and KS2 discuss individual children's development as necessary and records are forwarded to new class teachers in advance of each new school year. At the end of their time at Springfield Primary School, the majority of pupils transfer to either The Boswells School or Beaulieu Park School. Strong links are fostered with the SEND departments and all local schools to ensure children are well prepared for the secondary sector.

Transition visits are arranged with local secondary schools and meetings are held between Miss Shelton, teaching staff here and either their SENDCo or heads of year. This informs secondary placements of any special arrangements which need consideration. All secondary schools receiving pupils with SEND from Springfield Primary School receive the following documentation during the summer term:

- One Plans / Passports / EHCPs
- Information from outside agencies
- Assessments
- Medical information-if appropriate



SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER

If the pupil is able to make good progress using additional and different resources but would not be able to maintain this good progress without it, we will continue to identify the pupil as having a special educational need.

If the pupil is able to maintain good progress *without* the additional and different resources, he or she may have their level of support reduced, though they would continue to be monitored carefully. When any change in identification of SEND occurs, parents will be notified.

SECTION 6: PARTNERSHIP WITH PARENTS/CARERS & SUPPORTING PUPILS AND FAMILIES

"You have given my daughter a confident foundation to build on. Thank you." Parent of Year 5 pupil.

The school staff work closely with those with parental responsibility for children with SEND in order to ensure that the most effective assessment and provision is secured. We seek to involve parents/carers in all decisions about their children and to keep them regularly informed about any SEND related issues. We work in partnership with parents/carers by:

- Respecting their views
- Understanding/being aware of their own needs/emotional involvement
- Keeping them informed
- Involving them in all stages of SEND provision
- Making them aware of the parent partnership schemes offered by the local LA

There is a lot of support provided to parents and pupils offered within school as we operate an open-door policy and are happy to answer questions to the best of our ability and if we can't, then we will try to find the answers.

Please read our SEND School Information Report on the school website or request a paper copy from the school office. The following links may also be useful:

The Local Offer- further information can be found on the following link:

<http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Local-offer.aspx> and parents without internet access can make an appointment with the SENDCo/Pastoral Lead for support to gain the information they require.

Other specialist service contact details are given to parents as and when needed.

Some of these contacts may also be useful:

Essex Parent Partnership Service. Helpline number 01245 436036 or

www.essex.gov.uk/parentpartnership or by post

Essex Parent Partnership Service, SENCAN, E2, County Hall, Chelmsford, Essex, CM1 1LD

Families InFocus (independent parental support outside the LA) : 01245 3553575 Face

(families acting for change in Essex) 01245 608231 or www.face.essex.org

SECTION 7: SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Please see our school's separate policy



SECTION 8: EVALUATING SUCCESS

The success criteria for this policy will be judged on the following:

1. The successful identification of children needing support
2. The appropriate paperwork in place
3. The setting of appropriate individual education plans - reviewed at least twice a year
4. Positive parental feedback at review meetings
5. Positive pupil feedback
6. Improved standardised test results
7. Evidence of progress through curriculum-based assessment
8. Effective participation of pupils with SEND in the whole school curriculum and all activities
9. Effective INSET of all staff in line with requirements of COP

The SENDCo meets regularly with the Pastoral Lead and they meet termly with the SEND governor to monitor progress.

SECTION 9: RESTRICTIVE INTERVENTIONS AND POSITIVE BEHAVIOUR SUPPORT

Please refer to the Use of Reasonable Force and Restraint Policy

SECTION 10: TRAINING AND RESOURCES

SEND is funded according to the regulations set out by Government and Essex LA. We endeavour to ensure that we use our SEND budget for all children effectively and appropriately for their needs. Funding is used to support children with SEND and to offer targeted support. The school budget is also used to provide training and professional development for staff.

We recognise the need for good quality CPD training for all staff who work with children with SEND. Needs are identified and prioritised each term, according to courses and funds available. We use a training resource called The National Collage for much of our training and Miss Shelton also undertakes several sessions of training staff throughout the year as part of staff meetings or INSET days.

All teachers and support staff will meet with SENDCo/ Pastoral Lead to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils in their class.

The SENDCo regularly attends Local Cluster meetings and SEND update meetings in order to keep up to date with local and national updates in SEND. She meets with our Inclusion Partner 3 times a year to discuss school aims and targets.

SECTION 11: ROLES AND RESPONSIBILITIES

SEND Governor: Miss Jade Wiggly - The guidance says that the role of the SEND governor includes:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND



- Giving up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice 2020

Role of SEND Teaching Assistants: to work with class teachers and SENDCo/ Pastoral Lead to deliver the provision targeted for children with SEND. This may be in a small group or 1:1.

Responsibility for Safeguarding: Headteacher Mrs J Pick

Responsibility for PPG/CLA funding: Headteacher Mrs J Pick

Responsibility for co-ordinating the medical needs of pupils: Mrs R Dobson

SECTION 12: STORING AND MANAGING INFORMATION

Paper information is no longer stored in school but is available to all staff via the secure school Pool. There, One Plans and Passports, any assessment data and specialist teacher reports if appropriate. All staff are expected to keep information confidential regarding the children in their care. The SENDCo/Pastoral Lead has a password protected laptop and memory sticks which may contain sensitive information.

Please see the school's GDPR policies and Privacy Notices available on our website.

Records/files containing One plans, Passports and Annual review records etc are kept for 25 years in the school Archive.

Safeguarding information has restricted access to named staff only.

SECTION 13: REVIEWING THE POLICY

In the light of recent national changes in SEND, the SEND policy will follow NASEN's advice and it will be reviewed annually and amendments made if necessary.

SECTION 14: COMPLAINTS PROCEDURE

Where parents/carers are not happy with the arrangements made for their child, they can speak to the class teacher or SENDCo /Pastoral Lead. Parents can also apply to the office for details of the school's complaints procedure.

SECTION 15: APPENDICES

You may find the following documents/policies useful on our website or available upon request from the school office: Admissions Policy

SEN School Information Report

Accessibility Policy

Supporting pupils with medical needs

Behaviour and Bullying policy

Equality and Diversity policy

Equalities Action Plan

Racial Equality policy



Policy reviewed and updated: February 2026