



## **Great Waltham Primary School Special Educational Needs and Disability (SEND) Policy**

Our Christian vision is underpinned by Jesus' example of love for all and is summarised in 1Corinthians 16:14.

'Let all that you do be done in love.'

WE ASPIRE for all our children to be confident, happy and caring individuals, to love as Jesus shows us and to develop a love of learning, living responsibly in God's world.

### **Introduction**

Great Waltham Primary School has a named SENCO, SENCO's Assistant and Governor responsible for SEND. They ensure that the Special Educational Needs and Disability Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours 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, to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical.

This policy was drafted with reference to, and complies with, the statutory requirement laid out in the SEND Code of Practice 0-25 years (May 2015, including updates), and has been written with regard to:

- Children and Families Act 2014– part 3 which sets out schools' responsibility for pupils with SEND
- Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- Statutory guidance on Supporting Pupils with Medical Conditions (August 2017)
- Teacher Standards (updated December 2021)
- Safeguarding Policy

### **Definitions of Special Educational Needs and Disability (SEND) taken from section 20 of the Children and Families Act 2014 (updated 2015.) This states:**

SEN: A child or young person has special educational needs if he or she has a learning difficulty or 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.

Details about the reforms and the SEND Code of Practice can be found on the Department for Education’s website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Information about the SEND Local Offer can be found on the Essex website: <https://send.essex.gov.uk/>

### **Aims and Objectives**

#### **Aims:**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

#### **Objectives:**

- *to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;*
- *to request, monitor and respond to parent’s/carer’s and pupil’s views in order to evidence high levels of confidence and partnership, to make clear the expectations of all partners in the process;*
- *to ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development;*
- *to ensure support for pupils with medical conditions, to enable full inclusion in all school activities by ensuring consultation with health and social care professionals;*
- *to identify the roles and responsibilities of all staff in providing for children’s special educational needs through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum; and*
- *to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.*

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all.

***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 and experiences.*

**Teachers respond to children's needs by:**

- *providing support for children who need help with communication, language and literacy.*
- *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 and own their behaviour and to take part in learning effectively and safely.*
- *helping individuals to manage.*

**Identification of Pupils Needs**

**Identification:**

See definition of Special Educational Needs and Disability at the start of the policy.

**A graduated approach:**

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators and grade boundaries, will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted for support and advice as needed and may wish to observe the pupil in class.
- Through monitoring, it can be determined which level of provision the child will require going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category, as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.

SEND Support

Where it is determined that a pupil does have SEND, the class teacher or SENCo will meet with parents. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

*This involves clearly analysing the pupil's needs using the class teacher's and support staff's assessment and experience of working with the pupil; details of previous progress and attainment; comparisons with peers and national data; as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.*

*This analysis will require regular review to ensure that support and intervention is matched to need; that barriers to learning are clearly identified and being overcome; and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate following discussion and agreement from parents.*

### **Plan**

*Planning will involve consultation between the teacher, SENCO, support assistants, parents and where possible pupils to agree the adjustments, interventions and support that are required; the impact on progress; development that is expected; and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.*

*All those working with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This information is also available on the pupil's 'One Page Profile'.*

### **Do**

*The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with support assistants to plan and assess the impact of support and interventions to link with classroom teaching. The SENCO will provide support with further assessment of the pupil's strengths and weaknesses, problem solving and advice as to the implementation of effective support.*

### **Review**

*A child's progress will be regularly reviewed. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents. The SENCO, in conjunction with the class teacher and support assistants, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.*

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO

- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://send.essex.gov.uk/>

or by contacting the Parent Partnership Service on:

0333 013 8913

[send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)

### **Education, Health and Care Plans [EHC Plan]**

- Following Statutory Assessment, an EHC Plan will be provided by Essex County Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school, taking into account the wishes of their parents as far as possible, and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is impossible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group support is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

### **Inclusion of pupils with SEND**

- The Head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.
- The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.
- The school will seek advice, as appropriate, around individual pupils, from external support services.

### **Evaluating the success of provision**

In order to make consistent, continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done through progress meetings with parents and staff. Parents and pupils are also asked to complete a views form prior to the progress meeting. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on 'One Planning' paper work and child-friendly 'My Goals' sheets, which are updated when the intervention is changed. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **In service training**

We aim to keep all school staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant SEND courses. Family SEND meetings facilitate/signpost relevant SEND-focused external training opportunities for all staff.

The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

### **Working in partnerships with parents**

Great Waltham Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- b) Continuing social and academic progress of children with SEND.
- c) Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service, where specific advice, guidance and support may be required.

The School SEN Information Report contains further details of the arrangements we make for children with SEN in our school. This is updated annually.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up-to-date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

### **Links with other agencies and voluntary organisations**

Great Waltham Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Essex Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

#### **School Information Report**

Information regarding how Great Waltham School implements this policy is contained within the School Information Report which can be found on our website. The information report will be updated annually and as soon as possible after any changes to the information it contains.

#### **Complaints procedures**

Please see the school's complaints policy.

**Policy Adopted by Staff & Governors:  
To be reviewed:**

**September 25  
September 26**