



# Special Educational Needs and Disabilities Policy

Person responsible: Head teacher  
Ratified by the governing body: Autumn 2020  
Date for review: Autumn 2023

A handwritten signature in black ink, which appears to read 'Anne-Marie Renshaw', is positioned below the text.

Reverend Anne-Marie Renshaw  
Chair of Governors

**Messing Primary School**  
**Special Educational Needs and Disabilities Policy**

COMPLIANCE

This policy was developed by SENCOs from the Tiptree and Stanway Consortium of 23 schools. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to our school's SEND Information Report. It has been shared and agreed with staff, governors and parents. This policy has been written following NASEN guidelines 2014.

SECTION ONE/TWO – SCHOOL BELIEFS, VALUES AND AIMS AROUND SEND

Messing Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. Messing Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs

- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Messing Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Messing Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

#### OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs.
- To work with the guidance provided in the SEND code of practice 2014 and Essex Provision Guidance Toolkit.
- To operate 'a whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Coordinator (SENCO) who will work with the SEND inclusion policy.
- To provide support and advice for all staff working with pupils with special educational needs.

### SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The code of practice describes the 4 broad categories of need as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We identify an area (or areas) of need to work out what action we need to take. We identify the needs of pupils by considering the whole child, which will not just include SEND requirements. This process of identification is multi-dimensional, for example:

- When concerns are raised by parents/carers, teachers or the child
- When limited progress is being made in accordance with age related expectations
- If there is a change in the pupil's behaviour or progress
- When concerns are raised by external agencies (e.g. GP or school nurse)
- If information is provided from the previous setting (e.g. pre-school)

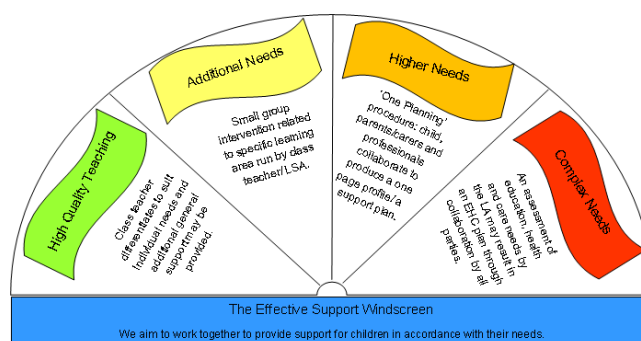
We are aware that other factors may impact upon progress and attainment, such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium grant
- Being a Looked After Child (LAC)
- Being a child of a service man or woman

Please refer to other policies covering these areas for further information.

### SECTION 4a – A GRADUATED APPROACH TO SEND SUPPORT

The method of identification and provision follows a graduated approach:



Each pupil's education will be planned for by the class teacher as part of high quality teaching. It will be differentiated according to the pupil's individual needs. This may include additional general support by the teacher or learning support assistants in class.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.

If a pupil's needs relate to more specific areas of their education such as spelling, handwriting, Maths or English skills then the pupil may be placed in a small focus group. This may be run by the teacher or learning support assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the SENCO to establish the effectiveness of the provision and to inform future planning. The class teacher, SENCO and parents/carers will consider all of the information gathered from within the school about the pupil's progress alongside national data and expectations of progress.

If a pupil has higher level needs this may result in the creation of a one page profile and/or a support plan. The 'one planning process' involves the family, child and other relevant professionals. This process will identify planned outcomes for the child and how they may be achieved.

When a pupil's needs are more complex an assessment of educational, health and care needs may be undertaken by the authority and an EHC plan developed. This is developed in collaboration with the family, child, and, as appropriate, other relevant professionals.

At all levels of need the 'Assess – Plan – Do – Review' cycle is implemented throughout the school.

#### SECTION 4b – MANAGING PUPIL'S NEEDS ON THE REGISTER

Class teachers, parents, the pupil, the SENCO and other relevant professionals work together to create a 'person-centred' one page profile and, when necessary, a support plan. A support plan has clear outcomes to be achieved within an agreed time frame. The class teacher, with support from the SENCO, is responsible for maintaining and updating the plan. It is the teacher's responsibility to

evidence progress according to the outcomes described in the plan. Plans are reviewed at least twice yearly and feed directly into pupil progress meetings. Our school uses the Essex Provision Guidance Toolkit to determine the level of provision required. Where a pupil requires further support, we will consult with external agencies and follow their referral pathways in consultation with parents and pupils.

#### SECTION 5 – CRITERIA FOR EXITING THE REGISTER

As part of the 'Assess – Plan – Do – Review' cycle, if a child is identified as meeting national and age related expectations they will be removed from the SEND register. They will then be monitored half-termly to ensure that progress is maintained.

#### SECTION 6 – SUPPORTING PUPILS AND FAMILIES

Support for pupils and their families may include the following:

- The class teacher may suggest ways of how parents can support their child alongside set homework activities.
- The SENCO, Mrs Lewis, may meet with parents to discuss how to support their child with strategies to use, specific to their child's needs.
- If outside agencies have been involved suggestions and programs of study are normally provided by them that can be used at home.
- The school website can be used to access resources, curriculum policies and links that will provide further support.
- Through workshops focusing on specific topics such as phonics.
- Parents Evenings and Review Meetings

#### Transition arrangements

- Transition meetings will take place between settings and at each Key Stage.
- Additional visits may also be arranged for children/parents/carers.
- SENCO liaison meetings will happen between settings/relevant staff.

Parents and pupils can also receive support from the following agencies, following a school or self-referral:

- Children's Therapy Team (Speech and Language/Occupational Therapy)
- School Nurse/Doctor
- Social Services

- Specialist Teacher Team
- EWMHS (Emotional Wellbeing and Mental Health Service)
- The Junction counselling service
- Family solutions
- Educational Welfare Service
- Educational Psychology service
- MIND

This provision is in line with the schools SEND information report which is available on the school's website. Parents can also access further information from the Essex Local offer which can be found on the local offer website: [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

#### SECTION 7 – SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Our school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and Physical Education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have a statement, or an Educational Health and Care plan. This brings together health and social care needs, as well as their special educational needs provision, following the SEND code of practice (2014).

Where appropriate, an Individual HealthCare Plan (IHCP) is compiled with support from parents/carers either by or in consultation with medical practitioners. This is in line with the DfE 'Supporting Pupils at School with Medical Conditions' guidance (2014) and our school's 'Policy for Supporting Pupils with a Medical Condition'.

The school provides training to support the medical needs of its pupils and regularly shares and updates information relating to medical needs with all relevant staff.

#### SECTION 8 – MONITORING AND EVALUATION OF SEND PROVISION

We monitor and evaluate the impact and quality of SEND provision through a combination of the following:

- Pupil progress meetings
- Annual reviews and the 'one planning process'

- Performance management observations and discussions
- Book scrutinies
- Pupil interviews
- Monitoring of intervention groups
- Through observation and data analysis
- Analysis by the senior leadership team of whole school data e.g. RAISE online/Fischer Family Trust/Target Tracker
- Pupil and parent voice through questionnaires
- Termly report on SEND to governors as part of the Head Teacher's report

The SEND Governor has responsibility to monitor and challenge the provision for pupils with SEND and additional needs. This is achieved through the following:

- Termly meetings with the SENCO
- Pupil interviews
- Data analysis

All of the above form part of the ongoing 'Assess – Plan – Do – Review' cycle.

#### SECTION 9 – TRAINING AND RESOURCES

The SEND budget is allocated each financial year. The money is used to provide additional support or resources, depending on an individual's needs. Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time. Resources may include deployment of staff depending upon individual circumstance. Staff training needs and resources are identified through the 'Assess- Plan – Do – Review' cycle and are planned for according to whole school priorities, group or individual needs. Staff needs are identified through performance management. This training may include the following areas:

- How to support pupils on the autistic spectrum
- How to support pupils with social and emotional needs
- How to support pupils with speech and language difficulties
- How to support pupils with attachment difficulties
- How to support pupils with dyslexia

All teachers and support staff undertake an induction on taking up a post. This includes a meeting



with the SENCO to explain the systems and structures in place around the schools SEND provision and practice and to discuss the needs of individual pupils. As part of the Tiptree and Stanway consortium all members have access to up to date and relevant training related to SEND in order to support the needs of our pupils. All staff have access to the Essex Provision Guidance Toolkit and the Essex Local Offer.

#### SECTION 10 – ROLES AND RESPONSIBILITIES

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the SEND Code of Practice (2014).

- SENCO: Helen Lewis
- SEND Governor: Charlotte Frost
- Line manager of SEN teaching assistants: Jackie Halliday
- Designated safeguarding teacher: Jackie Halliday
- Member of staff responsible for managing PPG/LAC funding: Jackie Halliday
- Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Jackie Halliday and Ursula Gooday

#### SECTION 11 – STORING AND MANAGING INFORMATION

The SENCO stores documents in a locked filing cabinet. Electronic information is password protected or encrypted. Appropriate non sensitive information is stored in class folders. This is in line with the E-Safety and Data Protection policies. Please refer to these policies for more information.

#### SECTION 12 – REVIEWING THE POLICY

Due to the climate of reform, as we embed the new requirements of SEND this policy will be reviewed annually.

#### SECTION 13 – ACCESSIBILITY

The DDA (Disability and Discrimination Act), as amended by the SEN and Disability Act (2001), placed a duty on all schools and LAs to plan to increase, over time, the accessibility of schools for disabled pupils and to implement their plans. Our school has an accessibility plan and strategy. These are available on the school website.

#### SECTION 14 – DEALING WITH COMPLAINTS

If a parent/carer has any concerns relating to the school's provision for their child regarding SEND, they can talk to the SENCO and Head Teacher. The school aims to resolve any concerns that parents/carers have in person, to arrive at mutual understanding and agree the best way to support their child together. Please see our complaints policy for further information.

#### SECTION 15 – BULLYING

Our school takes all possible steps to mitigate the risk of bullying to all vulnerable learners. Please see our Positive Behaviour and Anti-Bullying Policies for further information.

#### SECTION 16 – APPENDICES

The policies referenced throughout this document are available on the school website or through the school office.