



Special Education Needs and Disability Policy

Person responsible: Head teacher
Ratified by the governing body: Autumn 2025
Date for review: Autumn 2026

A handwritten signature in black ink, which appears to read 'P. Parmenter', is positioned above the printed name of the Chair of Governors.

Dr Pip Parmenter
Chair of Governors

At Messing Primary School we aim to provide a fully inclusive education for all the children in our care. Special Educational Needs provision is educational or training provision additional to or different from that generally made for other children.

What is SEND?

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
- Significantly greater difficulty in learning than majority of others at the same age
- A disability that prevents or hinders them from making use of educational facilities.

Categories of SEND

In order to provide the most appropriate and effective level of support for children who are identified as having SEND, our first step is to try and identify the highest area of need for an individual child. The categories of SEND need are:

- Cognition & learning (a child may think or process information differently to most other children)
- Social, emotional & mental health
- Communication & interaction
- Sensory and or physical needs

How to contact our SEND Co-ordinator

Our school SEND Co-ordinator (SENCo) is Helen Lewis. She can be contacted through the School Office Tel: 01621 815415.

Email - admin@messingprimaryschool.co.uk

On Starting and Leaving School

During the summer term, prior to their children starting school in Reception, parents/carers are invited to the New Parents Information Evening. At this meeting you will be able to talk about your child's needs with the Headteacher and / or the reception class teacher(s). For children who may need more support transferring to our school this may start earlier with input from our school inclusion partner, parents/carers, nurseries and local authority.

If a child enters our school 'in year', information will be sought from their previous schools and their parents/carers.

Before transition from Primary to Secondary our SENCo and Class Teachers will liaise closely with the SEND departments & Head of Year 7 of the pupil's proposed Secondary School. All relevant information regarding an individual's needs will be passed on so that the appropriate support remains in place.

Parents/carers work closely with the SENCo & school staff throughout their child's time at our school.

How might my child be supported in school?

The appropriate support will differ from child to child and decisions about the best way to support each individual will be made through discussion between the SENCo, the class teachers, parents and, where appropriate, the child themselves. If your child has difficulty with learning, the following supports may be put in place -

NB the following lists are representative, and not exhaustive, they are intended to give an indication of the types of support that may be given.

1. Difficulties with reading and / or writing –

- ☐ Differentiation of class activities and levels of adult support
- ☐ Provision of additional resources – writing slopes, pencil grips, word mats, spelling prompts etc
- ☐ Additional group work on phonics
- ☐ Daily individual reading practice with an adult
- ☐ Individual handwriting support programme
- ☐ Precision Teaching

2. Difficulties with speech and communication –

- ☐ Wellcomm Speech and Language assessments and follow-up activities
- ☐ Talk Boost
- ☐ Individual or small group vocabulary development programme
- ☐ Colourful Semantics
- ☐ Speech and language therapy programme (under advice from SALT)
- ☐ Use of Makaton or PECS within class and school

3. Difficulties with maths –

- Differentiation of class activities and levels of adult support
- Provision of additional resources – number mats, times tables prompts etc.
- Additional group work using Numicon maths support resources
- Precision teaching
- Numberstacks intervention

4. **Difficulties with social interaction and / or behaviour**

- Additional adult support in class and / or on the playground
- Additional circle time / bubble time / PHSCE work
- Socially Speaking Intervention
- Comic book conversations
- Use of Social Stories
- Use of well-being room
- Opportunities for low demand tasks to aid self-regulation
- Individual positive behaviour reward plans
- Well-being visits to Oaksbrook farm

5. **Additional physical needs –**

- Provision of resources as required (writing slopes, pencil grips, toilet steps and seats, specialised writing books etc)
- Individual access plans and emergency evacuation plans
- Other support as advised by OT or PT.

Provision Maps and Educational, Health and Care Plans (EHCP)

Levels of SEND support needed will vary from child to child and the following plans may be put in place. Initially, if we have a concern, additional support or interventions will be put in place and we will be monitoring their progress. If further action is needed, a child may then move to our SEND register, where more targeted provision will be given:

One Plans

One Plans, are drawn up in discussion with parents/carers and the child. Targets are set and actioned by the parent, child and class teacher with support from the SENCo. These will be reviewed termly.

Educational, Health and Care Plans (EHCP)

Children with more severe needs will have an Educational, Health & Care Plan (EHCP). These are issued by the local authority.

Information about the arrangements for identifying, assessing and making provision, including personal budgets, for children with SEND can be found on Essex County Council's LOCAL OFFER website: www.essexlocaloffer.org.uk.

Other outside agencies who might be involved -

- Educational Psychologist (EP)
- Special Educational Needs Specialist Teacher Services
- Speech & Language Therapy (SALT)
- Emotional Wellbeing and Mental Health Services (EWMHS)
- Occupational Therapist (OT)
- Physiotherapists (PT)
- Medics/Paediatricians
- Social Care/Family Support

Other Policies to guide you

On the school website you will find other relevant school policies to guide you such as:

Equalities Information
Supporting Children with Medical Conditions
Intimate Care Policy
Behaviour Policy
Attendance Policy
Accessibility Policy

