



# **Stebbing Primary School Inclusion and Special Educational Needs and Disabilities (SEND) Policy**

**Created/updated January 2024  
Ratified By Gov. Body February 2024  
Due for January 2027**

Please note key terminology detailed in this policy is defined in the appendix

## **INTRODUCTORY STATEMENT**

Stebbing Primary School is committed to providing an appropriate and high quality education for all the children that attend the school. We believe that all children, including those identified as having special educational needs or disabilities, have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life wherever possible. They should be equally valued in school without prejudice or discrimination. Stebbing Primary is committed to inclusion.

## **OBJECTIVES**

1. To ensure the Special Educational Needs (SEN) and Disability Act, relevant Codes of Practice and guidance and Local Authority initiatives and strategies are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through adapted planning by class teachers, the Special Educational Needs Coordinator (SENCo), and support staff as appropriate and provide specific provision matched to individual needs.
5. To enable children to leave our school with confidence in their own ability; with the skills to extend and apply their knowledge; and the belief that learning is enjoyable and rewarding.
6. To involve children and parents/carers at every stage in the planning and decision making process ensuring the child's needs are met.
7. To enhance the knowledge and understanding of staff, parents/carers and pupils of special educational needs and disabilities through CPD, signposting and teaching.

## **INCLUSION**

The SEND policy is part of the whole school inclusion policy which includes the Behaviour policy, Gifted and Talented policy and Accessibility policy. It should be read alongside the school's SEND Information Report (updated yearly and available on the school's website).

We believe that educational inclusion is about equity - making adaptations to ensure

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:

- Gender
- 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
- Vulnerable pupils including those in receipt of Pupil Premium
- 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, including substance misuse
- Any learners who are at risk of disaffection and exclusion

## **PROVISION**

In line with the Local Authority (LA) policy, Stebbing follows the Essex [Ordinarily Available](#) documents to ensure that teachers establish an inclusive teaching approach and implement relevant targeted support for all children who require it. Parents will be signposted to the [Essex Local Offer](#) and other useful websites, as required.

## **Responsibilities**

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. The class teacher is responsible for the progress of all pupils in their class, including those with additional needs. It is their responsibility to plan appropriate work for the children, including creating personalised curriculums for high-needs pupils when required. The SENCo will support the teacher in planning such personalised curriculums, drawing upon the expertise of relevant professionals.

Class-based interventions are planned by the teacher and support staff will be involved in the implementation of these. Teachers and support staff will contribute to the assessment of children's progress. The progress of SEND pupils is monitored by the SENCo.

## **Identification**

Teachers make regular assessments of all pupils. Where a pupil is making less than expected progress over time the SENCo will support the teacher in problem solving, completing relevant assessments, making observations if required, in order to identify potential barriers or areas of needs. The SENCo and teacher will put into place adapted or additional teaching or other rigorous interventions designed to secure better progress. Where a pupil continues to make less than expected progress or requires support that is different from or additional to their peers, they will be identified on the school's SEND Register and a support plan will be put into place.

For identification purposes, the school follows the Essex Ordinarily Available documents which are grounded in the SEND Code of Practice: (6.15)

*“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”*

A child’s special education needs will relate to one or more of the four broad areas of SEND:

- Speech, language and communication
- Cognition and learning
- social, emotional and mental health
- Sensory and/or physical needs

For census purposes, the child will be categorised as having a ‘primary’ need and sometimes a ‘secondary’ need, which falls into one of the following categories:

- SpLD Specific learning difficulty
- MLD Moderate learning difficulty
- SLD Severe learning difficulty
- PMLD Profound & multiple learning difficulty
- SEMH Social, emotional and mental health
- SLCN Speech, language and communication needs
- HI Hearing impairment
- VI Vision impairment
- MSI Multi-sensory impairment
- PD Physical Disability
- ASD Autistic Spectrum Disorder
- OTH Other difficulty / disorder
- NSA SEN support but no specialist assessment of type of need

## **SEND SUPPORT AND EHCPs**

### **SEND Support**

Once a child has been identified as having SEND the school will work closely together with parents/carers to formulate a graduated approach to ensure that effective support is in place. This approach follows the recommended good practice of:

1. Assess
2. Plan
3. Do
4. Review

At this point in the process the child will have a One Plan or Emotional Support Plan written in conjunction with the class teacher, SENCo, parents, child and any specialists

concerned.

## **One Plans**

A One Plan is a document completed by the school with all stakeholders involved (parents/carers, child, teachers, support staff and any specialists). The SENCo may be involved, particularly when the first One Plan is prepared.

A One Plan sets out SMART (specific, measurable, achievable, relevant, time-based) targets for the coming term; specific strategies and provision. It provides space for the targets to be reviewed at the end of the term, and for recording what has worked well/not worked well each term.

One Plans are implemented by the class teacher and support staff. Some elements of provision may be implemented by outside professionals, such as Speech and Language Therapists. A pupil's progress will be continually monitored and assessed. One Plans are reviewed and new targets are set each term and parents/carers are invited in to discuss their child's progress.

## **Emotional Support Plan (ESP)**

Some pupils with social, emotional or mental health needs benefit from having an Emotional Support Plan (ESP) instead of, or in addition to, a One Plan. ESPs record the child's specific triggers and responses, strategies for preventing dysregulation and how to respond when a child becomes dysregulated. ESPs are prepared with all stakeholders involved and are reviewed on a termly basis. ESPs are shared with all relevant staff members to ensure that there is consistency across the team.

## **Education, Health and Care (EHC) Needs Assessment**

Some children need more help than is available through SEND Support and the school, with the agreement of a child's parents/carers, may ask the LA to make an Education, Health and Care (EHC) needs assessment. Criteria for making an EHC needs assessment includes when a child:

- has high support needs
- a life-long disability
- is receiving support from a wide range of services
- is not making progress even though the support is increasing in type and amount

Parents/Carers can also decide to ask the LA to make an EHC needs assessment. The school will work closely with parents, the child and any relevant outside agencies to produce evidence to submit to the LA.

If the LA agrees to carry out a needs assessment, an Educational Psychologist will be commissioned to carry out the assessment. The LA will use their advice, alongside advice from all stakeholders including other specialists, to create an EHC Needs

Assessment Report. An Outcomes meeting will then be held with parents, school and relevant representatives from the LA to agree long term outcomes for the child. Following the meeting, the agreed outcomes, needs and provision will be reviewed by a panel from the LA and an appropriate banding and associated funding will be proposed. The school and the parents then have a set amount of time to respond to this.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

For more information about EHC Plans, please visit the Essex Infolink website: [EHCPs](#)

## **EHCPs and Annual Reviews**

A child who has an EHCP, which sets out long term outcomes and provision, will have a One Plan which sets out smaller steps and provision for the coming year. The headteacher and SENCo will be responsible for the implementation of any overarching provision e.g. additional support staff. The class teacher is responsible for the day-to-day management of provision, with support from the SENCo and other professionals.

Schools have core funding from the SEND budget which partly contributes to the cost of provision for a child with an EHCP. The LA then provides additional top-up funding where the costs of the special educational provision required to meet the needs of an individual pupil exceed the nationally prescribed threshold. This funding is in place to meet a child's outcomes from their EHCP and the school determines how best to utilise this funding, seeking advice from professionals.

The purpose of the Annual Review Review, chaired by the SENCo, is to review a child's progress since their last review, set new steps and identify provision for the year ahead, and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. It is also an opportunity for parents to indicate whether or not their child's placement at Stebbing remains appropriate. The school will follow all guidelines set out by the LA and within the SEND Code of Practice.

## **OUR STAFF**

Also see section above regarding responsibilities

### **SENCo**

Our SENCo, Amanda Lewis achieved the National Award for SEN Coordination qualification in 2011. She was appointed to Stebbing Primary School in September 2023.

The role of the SENCO at Stebbing Primary is outlined below:

Responsible for coordinating all of the provision for children with SEND.

This includes:

- Develop relationships with parents and carers and communicate key information

when necessary

- Supporting and guiding staff who work with children with SEND
- Ensuring all statutory paperwork is completed accurately and in a timely manner, such as Annual Reviews or placement consultations
- Organising specialist visits and liaising with professionals
- Arranging and/or leading training for staff, either in house or through outside providers
- Observing and working with SEND children
- Monitoring the effectiveness of provision and the progress of pupils on the SEND register
- Coordinating meetings
- Reviewing and purchasing further equipment as necessary
- Attending regular DEEP cluster meetings, training offered by the LA and other providers to update and revise developments in Special Needs Education and Inclusion, and disseminating this information to the relevant people, including staff, parents/carers and children.
- Devising and implementing School Development Objectives in line with the school's priorities
- Monitoring and supporting pupils identified at Young Carers
- Acting as the Lead Professional in school for pupils that are registered as Children in Need due to their special educational needs or disability

### **Support Staff (Teaching Assistants - TAs)**

TAs are encouraged to extend their own professional development and receive observations and Professional Development interviews and training where this is appropriate. Adult provision for children with SEND is organised by the Senior Leadership Team in conjunction with the SENCo.

The role of the TA at Stebbing Primary:

- Build relationships and support children both emotionally and educationally
- Support children with SEND in reaching their individual targets
- Support children to ensure they are included in all appropriate class activities
- With support from the teacher, plan, deliver and evaluate suitable activities and strategies
- Monitor progress (in line with targets set) and provide regular feedback for the teacher
- Attend (where possible) review meetings
- Manage specialist equipment
- Develop secure working relationships with all outside agencies, implementing the necessary recommendations
- Develop relationships and communicate regularly with parents/carers.
- Build their knowledge through training and in-house support to gain an understanding of the needs of the pupils they work with

## **OUTSIDE AGENCIES**

### **The Educational Psychologist**

The school has limited access to support from the Educational Psychology Team. This includes 1 and ½ days of school commissioned work across a year. Support is often delivered virtually rather than face-to-face. Parental permission will be sought for any involvement. Educational Psychologists commissioned by the LA to carry out statutory assessments is in addition to the yearly allocation.

### **Specialist teachers**

The specialist teachers work directly with children where this is indicated on a EHCP in relation to sensory or physical impairments, including the Physical and Neurological Impairment (PNI) specialists, Hearing Impaired (HI) specialists and Visually Impaired (VI) specialists. Class teachers plan alongside these specialist teachers who may attend and contribute to One Plans and Annual Reviews.

The SENCo liaises frequently with a number of other outside agencies who are from the LA, healthcare providers or independent specialists, for example:

- The Children and Young People with Disabilities Team (part of Social Services)
- Emotional Wellbeing and Mental Health Service (EWMHS)
- School Nurse
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Paediatricians and other health specialists
- Child and Adolescent Mental Health Service (CAMHS)

Parents/carers are informed if any outside agency is involved.

### **Health and Social Services, Education Welfare Services and Voluntary Organisations**

The school is proactive in working in a multi-agency approach. The Headteacher attends meetings where professionals meet to seek solutions for the most vulnerable children.

The school regularly consults health service professionals. The school works with the school nurse team to meet any specific medical needs.

Social Services and the Education Welfare Service will be accessed through the Children and Families Hub or the visiting Education Welfare Officer as appropriate. All safeguarding concerns are logged on CPOMS which is monitored by the Senior Leadership Team and appropriate action will then be taken.



There are many voluntary organisations supporting SEND pupils. Details of organisations can be found on the [Essex Local Offer](#) website.

## **PARTNERSHIP WITH PARENTS**

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCo will attend this meeting if the school or the parent thinks this is appropriate.

Home-school communication books will be available for any child that the school or parents feel may need additional input about their day. There is a set format for this, however, these can be adapted to suit individual needs.

At One Plan review meetings with parents/carers we always try to make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and we aim to ensure that all parents/carers leave the meeting feeling clear about the actions and the way in which outcomes will be monitored and reviewed.

We aim to give parents as many opportunities as possible to contribute and share their thoughts and ideas about their child and their needs. One Plan targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All review paperwork will be copied and sent to parents/carers after meetings.

SEND Family Forums are held every half term and all parents/carers are invited to attend, whether or not their child has an identified special educational need. The Forum is an opportunity for the school to share updates about training; school, LA and national initiatives; and any other information linked to SEND. They also offer a support network for families, and parents/carers can share tips and information amongst themselves. There is an independent Whatsapp group that parents/carers can join which again provides access to families that may be in similar situations and provides a great support network.

Family consultations provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office and on the website, sets out the steps in making a complaint in more detail.

## **ROLE OF THE GOVERNORS**

The SENCo provides information to the Governing Body regarding progress towards the SEND priorities and objectives identified on the SEND Development Plan. Senior Leaders will ensure that governors are kept up to date with any legislative or local policy changes.

A Special Educational Needs Governor is appointed and is available to discuss matters and gain a general understanding of the SEND principles and practices which occur in school.

## **ADMISSION ARRANGEMENTS AND TRANSITION**

### **SEN Support**

Children with additional educational needs at SEN Support level are considered for admission to the school on exactly the same basis as children without additional educational needs.

Children identified, prior to joining our school, as having additional needs will also be supported to ensure a balance of both provision and opportunity.

### **Pupils with an EHCP**

The Special Educational Needs Operation service (SENDOps) works with parents of pupils who have an EHC Plan to support them in choosing an appropriate educational setting.

The LA is under a statutory duty to name the parents'/carers' preferred school in the final EHC Plan unless (and for no other reason):

(a) the school is unsuitable for the age, ability, aptitude or SEN of the child or young person,

or

(b) the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

A consultation process will take place with the school regarding the placement of a child with an EHCP.

### **Children starting school in Reception**

EYFS staff will arrange a home visit or will contact/visit pre-school settings prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo who may attend the visit. Where necessary, the SENCo will arrange a further meeting.

Prior to starting school, parents/carers of children with an EHC Plan or EHC Plan pending will be invited to discuss the provision that can be made to meet their identified needs and whether we are best placed to meet those needs.

We offer a transition period for all children as they start EYFS (Early Years Foundation Stage). This can be adapted for pupils with SEND, for example. a part-time timetable may be put into place for a period of time when the child starts school. Any arrangements will be made in conjunction with parents/carers and will be tailored to the needs of the child.

### **Year 6 to Year 7 transfer**

Transition to secondary school is a very significant change in a child's life. This needs to be carefully managed. Staff are on-hand and keen to discuss such arrangements and offer support when selecting a new school for a child. Strong relationships with secondary schools in the area have been forged to ensure a smooth transition for children, particularly those with SEND. The SENCo or Year 6 teacher will liaise with the secondary schools regarding children with additional needs, sharing details or provision and any concerns. Relevant documents will be passed to the secondary school once the child has transitioned.

If a child is in Year 6 with an EHC Plan, the process for selecting a secondary school is linked to the child's EHC Plan. Parents/carers will be asked to name the secondary school of their choice and the school will be consulted.

At the Annual Review in the summer term of Year 5, the child's current EHCP will be reviewed and any amendments, particularly regarding the outcomes and provision, will be made and submitted to the LA . A new EHC Plan will be proposed and a secondary placement will be named in the final plan.

If a child is in Year 6 and has SEN Support, or is in the process of being considered for an EHC Plan, parents/carers should make an application through the usual Year 6 to Year 7 transfer process.

### **Mid-year transfers**

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEN issue the SENCo may contact the school to discuss the child's needs further.

Admissions for mid-year transfers for pupils with an EHCP will follow the process outlined above.

## **ACCESS ARRANGEMENTS**

### **Access to the Environment – (School Accessibility Plan)**

Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

### **Access to Information (see School Accessibility Plan)**

All children requiring information in formats other than print will have this provided.

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Stebbing Primary School uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Details of our plan to improve access to information, with targets, are contained in the school's Accessibility Plan.

This policy should be read alongside the school's SEND Information Report (updated yearly and available on the school's website).

Terminology explained
Special Educational Needs and Disabilities - SEND
Special Educational Needs - SEN
Special Educational Needs Coordinator - SENCo
Early Years Foundation Stage - EYFS
Education Health and Care Plan - EHC Plan/EHCP
Attention Deficit Hyperactivity Disorder - ADHD
Autism Spectrum Disorder - ASD
Learning Mentor - Trained learning mentors in school who can support children's social and emotional wellbeing
Emotional Wellbeing and Mental Health Service - EWMHS
Class teacher - CT
Teaching Assistant - TA
Local Authority - LA
Special Educational Needs Operation service - SENDOps

Child and Adolescent Mental Health Service - CAMHS

Online system for recording and monitoring safeguarding concerns and behaviour incidents - CPOMS

Physical and Neurological Impairment - PNI

Hearing Impaired - HI

Visually Impaired - VI

Dunmow Excellence in Education Partnership - DEEP

Emotional Support Plan - ESP

Educational Psychologist - EP