

STANWAY PRIMARY SCHOOL



Special Educational Needs and Disability

Policy adopted by: Full Governing Body

Review Date: Autumn 2025

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND (Special Educational Needs and Disabilities) Code of Practice 0-25 (January 2015) 3.65 and has been written with reference to our school's SEND information Report (see school website). It has been shared and agreed with staff, governors and parents.

SECTION 1/2 – School/setting beliefs and values and aims around SEND

At Stanway Primary School 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. In line with county policy we are committed to being an inclusive school.

We have a positive, whole school approach to all children. We focus on what each child can do, rather than what cannot be done. However, we are aware that some children have greater needs in some areas. We understand that problems with learning can be influenced by academic, emotional, social, physical and behavioural difficulties and therefore respond to learners in ways which take account of their varied life experiences and needs.

At Stanway Primary School we aim to identify these needs as they arise and provide teaching and learning which enables every child to make the best possible progress. We believe that early intervention is key in tackling educational disadvantage and work in partnership with the child, parents and, where appropriate, other relevant professionals to support the needs of each child within the school's available facilities and resources.

This policy describes the way we meet the needs 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 Stanway Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential.

Stanway 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 and the community.

The Inclusion and SEND Coordinator is Mrs Hannah Watson who is also the Deputy Headteacher. The SEND Governor is Lisa-Marie Smith. Both Mrs Watson and Mrs Smith can be contacted via the school office on 01206 574819.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work with the guidance provided in the SEND code of practice 2015 and Essex provision guidance toolkit.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND policy.
5. To provide support and advice for all staff working with pupils with special educational needs or additional needs.

SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

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

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

An area, or multiple areas of need may be identified and the appropriate action considered. 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, 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
- Being in receipt of pupil premium grant
- Being a Looked After Child
- Being a child of a serviceman/woman

Please refer to 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 (see School Information Report).

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 under achievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils.

In Class Support

If a pupil's needs relate to more specific areas of their education such as spelling, handwriting, mathematics or literacy skills then the pupil may be placed in a small focus group. This may be run by the teacher or learning assistant. The length of time of the intervention will run may vary according to need, but will be monitored regularly. Interventions will be reviewed by the SENCo to ascertain the effectiveness of the provision and to inform future planning. Pupils requiring extra in-class support may have a One Page Profile. See appendix one for the Assessment and Intervention Pyramid for Maths and Literacy.

A child may also be experiencing difficulties with their social, emotional and mental health, which is having an impact on their attainment and/or emotional wellbeing at school and/or at home. This could be categorised in one or more of the following areas:

- Resilience
- Self-regulation
- Relationships
- Attachment

See appendix two for the Assessment and Intervention Pyramid for SEMH.

If the pupil is still experiencing difficulties a concern form should be completed, and advice from the SENCo should be sought. The SENCo will then make specific recommendations or complete any relevant screening tests to support next steps. Concern forms should have a clear review date, that is followed up by the SENCo and carefully tracked.

One Planning and Placement on the SEND Register

If the gap is continuing to widen, despite whole class and small group intervention, and support needs to be increased, this may result in the creation of a 'One Plan' and placing the

child on the SEND register. The 'one planning process' involves the family, the child and other relevant professionals. This process will identify outcomes for the child and how they may be achieved. One Plans will be reviewed termly.

Applying for an EHCP

As a next step, when a pupil's needs are more complex, an assessment of education, 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.

An application for an EHCP by the school may be considered if:

- A pupil has had a high level of individual support, including involvement from outside professionals such as: Educational Psychologist, Occupational Therapist, Speech and Language and CAMHS.
- It is felt by all involved that a high level of support will continue to be needed in the long term for the pupil to make progress academically and personally.
- A pupil has high medical needs.

If an EHCP is agreed by the Local Authority the school will continue to work on the outcomes in this legal document which will be formally reviewed on an annual basis.

SECTION 4b -MANAGING PUPILS NEEDS ON THE REGISTER

Class teachers, parents, pupils and the SENCo work together to create a person centred One Plan. This 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 every term, and feed directly into pupil progress meetings. Our school uses the Essex Provision Guidance Toolkit to determine the level of provision required. Where the 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 SEND REGISTER/RECORD

As part of the 'Assess - Plan - Do - Review' cycle it may be considered a child no longer needs a One Plan and to be on the SEND register. This may be considered if one or more of the following is noted:

- Needs are now able to be met at whole class / small group intervention level.
- Analysis of pupil data shows a positive and consistent trajectory of good progress and the pupils is 1 year or less behind national expectation in their area of need.
- If needs related to SEMH outcomes set out in the One Plan have been met and 'soft data' suggests the child is managing their SEMH needs with class-based support.

SECTION 6 – SUPPORTING PUPILS AND FAMILIES

Support for pupils and 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 Hannah Watson, may meet with parents to discuss how to support their child with strategies to use specific to their child's needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes 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 'Meet the Teacher' sessions at the start of the school year.
- Through workshops focusing on specific topics such as phonics.
- Parents evenings and review meetings.

Transition arrangements

Reception staff will meet with staff from pre-school settings prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo after these meetings. Where necessary the SENCo will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENCo will telephone to further discuss the child's needs. Children transferring from Stanway Primary School to other schools will provide a record of particular needs and additional provision made by the school. The SENCo will discuss these children with other schools and where possible extra transition visits will be arranged to support pupils and liaise with the new SENCo and support staff.

Following a school or self referral parents and pupils can also receive support from the following agencies:

- Children's Therapy Team (Speech and Language/Occupational Therapy)
- School Nurse/Doctor
- Social Services
- School Improvement Partner
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Family Solutions
- Educational Welfare Service
- Educational Psychology Service

This provision is in line with school's SEND Information Report which is available on the school website. Parents can also access additional information from the Essex Local Offer which can be found on the Local Offer website www.essexlocaloffer.org.uk

SECTION 7 – SUPPORTING PUPIL 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 and an Education, Health and Care Plan. This brings together health and social care needs, as well as their special educational provision following the SEND code of practice (2015).

Where appropriate our school creates a care plan in collaboration with parents and relevant professionals this is in line with Supporting Pupils at School with Medical Conditions guidance (DfE, 2015).

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

Please refer to the school's 'Supporting Pupils at School with Medical Conditions and Administering Medication' policy for further information

SECTION 8 – NURTURE ROOM ENHANCED PROVISION

At Stanway Primary School, we have 3 nurture room enhanced provision. The Nurture Cabin in EYFS, Nurture Room 1 in Key Stage 1 and Nurture Room 2 in Key Stage 2. Children identified for the nurture group may have an EHCP or require additional support due to complex needs. Children may present difficulties in any of the following areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical Development.

Throughout the school day, pupils will engage with a specialist timetable designed to optimise their academic and social learning within a flexible curriculum which meets their needs. Teaching and learning will be multi-sensory in order to support all learners and promote success. Within the learning environment, pupils will have access to specialist resources and an outdoor learning space. Additional enrichment opportunities will be offered and will be reflective of the needs of pupils.

The curriculum offered in the nurture rooms is:

- Designed individually based on the pupil's needs, interest and EHCP outcomes.
- Based on each individual's developmental stage and next steps in learning.
- Ambitious and appropriate to each individual.

- Holistic and focused on developing the whole child – including social skills, emotional literacy, life skills and self-care awareness.
- Delivered in line to with the whole school curriculum vision.
- Parents/carers of our pupils are always part of our planning and progress discussions. Regular communication with them is crucial in order to ensure children make the best possible progress.

SECTION 9- MONITORING AND EVALUATION OF SEND PROVISION

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

- Annual reviews and the One Planning process
- Pupil Progress Meetings
- Performance Management observations and discussions
- Observations and discussions with staff
- Looking at books
- Pupil Interviews
- Monitoring of intervention groups through observation and data analysis
- Monitoring of individual plans
- Discussions with parents
- Analysis by the Senior Leadership Team of whole school data e.g. Analyse School Performance (ASP).
- Pupil and parent voice through questionnaires
- Termly report on SEND to governors (as part of the Headteacher's Report)
- Annual report to the governors on SEND

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

- Pupil Interviews
- Data Analysis
- Observations
- Discussions with the SENCo

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

SECTION 10 – 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 according to:

- Whole school priorities
- Group or individual needs

Staff needs are agreed through Performance Management. This training may include supporting pupils in the following areas:

- Autism
- Social and emotional needs
- Speech and language difficulties
- Attachment difficulties
- Dyslexia
- Trauma informed practice
- ADHD Aware

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 school's SEND provision and practice, and to discuss the needs of individual pupils.

The school's SENCo attends the termly SENCo update meetings as well as half termly consortium cluster meetings in order to keep up to date with local and national updates in SEND.

As part of the Tiptree and Stanway Consortium all members have access to update 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 11 – ROLES AND RESPONSIBILITIES

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of its pupils with SEND, following the requirements of the SEND Code of Practice 2015.

- SEND Governor – Mrs Lisa-Marie Smith
- Designated Safeguarding Leaders are Mrs Loader (Headteacher), Mrs Watson, Mr Godwin, Mrs Poulter and Mrs Joslin (after-school care).
- The Senior Leadership Team has responsibility for managing the Pupil Premium Grant and the Looked after Children funding.
- The Headteacher, SENCo and School Business Manager are responsible for managing the medical needs of pupils.

SECTION 12 – STORING AND MANAGING INFORMATION

The SENCo stores documents in a locked filing cabinet. Electronic information is password protected and encrypted and communication between the SENCo and relevant professionals sharing confidential data use a secure email system. Appropriate non-sensitive information is available to all staff on the network and forms a part of classroom assessment folders. The SENCo will delete all files on pupils once they have left the school. This is in line with General Data Protection Regulations (GDPR).

SECTION 13 – REVIEWING THE POLICY

This policy will be reviewed annually.

SECTION 14 – ACCESSIBILITY

In line with the Equality Act 2010 and our own Equality Scheme we aim to make the school as accessible as possible. This includes a lift to access the top floors in the two-storey building.

SECTION 15 – DEALING WITH COMPLAINTS

If a parent has any concerns relating to the school's provision for their child regarding SEND they can talk to the SENCo or Headteacher. The school aims to resolve any concerns the parent has in person, to arrive at a mutual understanding and agree the best way to support their child together. Please see our Complaints Policy for further information.

SECTION 16 – BULLYING

Our school takes all possible steps to mitigate the risk of bullying to all vulnerable learners. Please see the school's Anti Bullying Policy and Behaviour Policy.

SECTION 17 – APPENDICES

The policies referred to throughout this document and the school SEND Information Report are referenced on the school website or through the school office.