

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

THEYDON BOIS PRIMARY SCHOOL



Updated September 2026

DESIGNATED PERSON RESPONSIBLE FOR THE PROVISION FOR PUPILS WITH SEND	Mr A. Rall head@theydon.efspt.org
SENCO and INCLUSION MANAGER:	Mrs A Szwaba inclusion@theydon.efspt.org
DESIGNATED GOVERNOR:	Mrs K Legge office@theydon.efspt.org

Aims and Values:

We believe that children achieve more if they feel happy and secure and we strive to create such an atmosphere at Theydon Bois Primary School. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve, which is why we aim to develop children in all of these areas. We hope to instil in them a value for learning and endeavour to teach them how to think rather than what to think. We value our close partnership with parents and promote an atmosphere of understanding and co-operation between home and school.

In order to achieve the highest possible standards of education, we aim to:

- Provide a broad and balanced curriculum.
- Ensure that every child is appropriately challenged.
- Develop the whole child - academically, socially, emotionally, culturally, morally and spiritually.
- Provide structured and planned activities to ensure continuity and progression in children's learning.
- Equip children with the essential skills of creative, analytical and critical thinking.
- Develop confidence and independence to prepare children for the opportunities, responsibilities and experiences of adult life.
- Provide equal opportunities for all pupils to learn and achieve, irrespective of social background, culture, race, gender, differences in ability and disabilities.
- Develop their growth mind set and positive attitudes to learning and life.
- Provide support and advice for all staff working with pupils with special educational needs.

Our school is an inclusive school and endeavours to meet the needs of all pupils and their families, including those with special educational needs. We have a shared expectation that all pupils, regardless of their needs, should be offered inclusive teaching which will enable them to make the best possible progress in school so they are a valued member of the school community. The range of support the school can offer will be tailored to individual needs following thorough assessments by internal and / or external agencies.

The persons responsible for managing the provision for pupils with SEND:

The Headteacher,

Mr Andre Rall, is responsible for the day to day management of all aspects of the school including the provision of pupils with SEND.

The Special Educational Needs Co-ordinator (SENCo),

Mrs Amy Szwaba is responsible for:

- Coordinating provision for pupils with SEND and the implementation of the school's SEND Policy.
- Facilitating One Planning Meetings for pupils and their families.

- Liaising with external agencies and professionals who provide recommendations, reports and support to staff and parents to help pupils manage and/or overcome their difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting the range of needs of the pupils.
- Supporting teachers and other staff through assessing, planning and reviewing which takes into account individual pupil needs and requirements.

The class teachers:

“Every teacher is a teacher of every child or young person including those with SEND.” Code of Practice 2014.

The class teacher is responsible for:

- Adjusting and modifying the curriculum and learning environment to ensure it is engaging and responds to the strengths and needs of any pupil with SEND in their class.
- Ensuring quality first teaching and differentiation for pupils with SEND.
- Regular monitoring of the progress of pupils with SEND: identifying, planning and delivering additional support, where appropriate, to focus on the next steps required to improve each child’s learning.

The SEND Governor,

Mrs Karen Legge is responsible for supporting the school to evaluate the effectiveness of the provision and develop quality and impact of provision for pupils with SEND across the school.

Definition of Special Education Needs:

The Code of Practice 2014 defines when a child or young person has special educational needs: “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or*
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools*

Code of Practice 2015 p285

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.”

Identification of SEND

There are four broad categories of need (Code of Practice 2014.) The purpose of identification is to ensure the best possible action is taken and not to fit a pupil into a category. The identification process considers the needs of the pupil, not just special educational needs and the process is person centred.

1. Communication and Interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autistic Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or facilitate support. Children with MSI have a combination of visual and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Clarifications of what is not SEND, but may impact on progress and attainment:

- Disability (the Code of Practice 2014 outlines the 'reasonable adjustments' duty for all schools provided under current Disability Equality legislation, these alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Pupils from the Traveller Community

Process for parents who think their child may have Special Educational Needs

If a parent has concerns regarding their child whereby they feel the school may be able to support them, then they should initially speak to the class teacher of their child. Parents may also contact the SENCo or Head Teacher if they feel this is more appropriate. Appointments can be made through the school office.

Working with pupils and their Parents/Carers:

Involving young people and their parents is central to our work at Theydon Bois Primary School. Partnership with parents/carers plays a key role in enabling children with SEN to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Parents of pupils with SEND are encouraged to take an active role in the assess, plan, do, review cycle (APDR) and review meeting processes. They are invited to meetings at least three times a year however this may be more frequent at times, depending on the pupil's needs. We have an open door policy. We will meet and talk with parents whenever we are available to discuss any concerns that they may have.

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like so that they can make the most of their education. They will be encouraged, where appropriate, to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our pupils with SEN to express their views.

A Graduated Approach to SEND Provision:

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have accessed interventions, adjustments, personalised teaching and high quality teaching.

Our class teachers continuously monitor all pupils in their class and track their progress. If, despite access to differentiation and adjustments, a pupil is considered to have special educational needs then the school follows a set of procedures; this includes working closely with the pupils and their parents or carers and may be in consultation with agreed appropriate professionals or outside agencies.

The class teacher will:

- Complete an 'Initial Concerns Information Sheet' in order to gather all relevant information and evidence about the child. Information will be sought from parents, the pupil and staff who know the pupil.
- The 'Initial Concerns Information Sheet' will be shared with the SENCo, who will support the class teacher in deciding whether the pupil would benefit from additional interventions. Further assessments may be sought at this point and any support is reviewed regularly.
- If the pupil's needs require a higher level of support with a range of interventions more frequently, the class teacher and/or the SENCo will meet with the parents or carers to review and discuss assessments, needs and support and decide whether the pupil should be included on

the SEND register.

· At this point, an Additional Support Plan (ASP) and/or One Plan (depending on the needs of the child and other agencies/professionals involved with the child) are drawn up with the pupil and parents or carers and targets with outcomes, are set. At this stage it may be appropriate for other professionals or outside agencies to become involved.

WHAT IS A ONE PLAN?

A One Plan is a personalised plan of SEND support, for children whose educational needs cannot be met through general teacher support. One Planning is the process of gathering information, views and advice; the One Plan is the record of that planning. We follow the One Planning guidelines from the Essex Local Offer.

WHAT IS AN ADDITIONAL SUPPORT PLAN (ASP)?

An ASP is a detailed plan that sets out targets and strategies to help the child learn. An ASP will usually contain three or four individual, short-term targets for the child to focus on. The targets may relate to aspects of the curriculum (English/Maths, etc) and/or they may focus on other areas such as engagement in class, behaviour or social skills.

Additional Support Plans and One Plans follow the format of **Assess, Plan, Do, Review (APDR) cycle.**

Assess: the class teacher will assess the child's needs at least termly (in consultation with the SENCo when required).

Plan: the class teacher and the SENCo along with the parents and pupil agree the support and interventions, as well as the expected impact on progress, development, behaviour and the outcomes. A person centred approach is at the heart of the plan and the pupil's views are sought. Interventions are based on reliable evidence of effectiveness and are provided by staff with skills and knowledge in these areas. The SENCo supports the class teacher in developing strategies; they refer to the Essex Ordinarily Available Documentation.

Do: the class teacher is responsible for the provision for the pupil, on a day to day basis including when interventions involve group or one to one teaching out of class. They work closely with our Learning Support Assistants, specialist teachers and other outside agencies to plan and assess the impact of support and interventions and how they can be linked to class teaching. The SENCo supports the class teacher in further assessments of the pupil's particular strengths or weaknesses, in problem solving and advising on the effective implementation of the agreed support.

Parents are encouraged, and expected where appropriate, to be part of reinforcing the planned interventions at home.

Review: the outcomes and impact of the support is evaluated at least termly and the pupil and parents' views are sought. The class teacher, working with the SENCo, parents and pupil revise the support in the light of the progress and development; all involved decide on any changes to the support and the new outcomes. Parents are given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

For pupils with EHC Plans their provision and associated funding is reviewed annually as part of the pupil's annual review and sent to the Local Authority, professionals supporting the pupil, parents and the child.

Education Health Care Plans (EHC Plans)

A small percentage of pupils with SEND will have significant, complex or severe needs; these needs cannot reasonably be provided from the school's resources and will require additional support from the local authority. In such a case, in consultation with the pupil's parents or carers, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an EHC Plan.

Monitoring the provision for pupils, including those pupils with SEND:

- Pupil progress meetings are held termly with the Headteacher, SLT and class teachers in their phase groups.
- Pupil, Parent, Teacher Consultation Evenings are held in the autumn and spring terms. Appointments are made on an individual needs basis in the summer term.
- Observations of teaching and learning are carried out by the Senior Leadership Team (SLT) Headteacher or SENCo.
- Observations of Learning Support Assistants are carried out by the SENCo; this is fed back to the Headteacher.
- The SEND Governor visits and meets with the SENCo termly.
- Class teachers' planning is monitored for all pupils including those with SEND.

The evaluating and monitoring arrangements are a continuum of Assess, Plan, Do, Review and promote the improvement of the provision for pupils with SEND. Parents', pupils' and staff's views are gathered. Regular termly reviews of the SEND provision are carried out with the SEND Governor.

Storage of SEND information:

All SEND information is in line with Essex County Policy on data protection. The SENCo is responsible for the storage and management of SEND records and data. Each pupil has a central file; pupils with SEND have an additional file(s) these are held securely.

When a pupil transfers to a new school, all relevant information is passed on.

Partnership with External Agencies:

The school is supported by a wide range of agencies and teams; they support and advise school staff and parents to meet pupil needs. These professionals include:

- School Nurse/Health Visitor
- Speech and Language Therapists (NHS & Independent)
- Occupational Therapists
- Physiotherapists
- Educational Psychologists
- Specialist Teacher Teams, for example: PNI (Physical & Neurological Impairments)
- EWMHS (Emotional Wellbeing and Mental Health Services)
- Relate and MIND
- Child and Family Wellbeing Service
- SAS (Statutory Assessment Service)

Training and resources:

There is a continuous programme of training in place to ensure all class teachers and Learning Support Assistants have the appropriate skills and knowledge in areas that they will need for the

pupils they work with, so as to improve their teaching and support of pupils with SEND. The programme is based on the needs of the current pupils with SEND in the school and any anticipated to transfer.

Removing pupils from the SEND register:

A pupil can be removed from the SEND register if this is agreed with the parents or carers and the pupil:

- If achievement and progress has brought the pupil broadly in line with what is expected for pupils of their age.
- If the pupil no longer requires SEND support which is additional to, or different from what is normally provided within class through high quality teaching.

The pupil will continue to be closely monitored to ensure progress made, is maintained.

Supporting pupils and their families:

Parents are actively encouraged and welcomed to share any concerns they may have about their child and that may have links to academic progress, their development or their well being. The SENCo regularly meets with parents to discuss any worries they may have, to share information, discuss strategies to support the child at home or in school or how to access outside agency support.

Useful links to: LA Local Offer:

The Local Offer provides information on services and support for children and young people with SEND from birth to 25.

For more information regarding the Essex Local Offer please visit:

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

For independent advice and support visit:

<https://www.essexsendiass.co.uk/>

Supporting pupils with medical conditions:

· The school recognises that pupils with medical conditions in school should be properly supported so that they have full access to education, including school trips and physical education. Some pupils 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 may also have special educational needs (SEND) and may have an Education Health Care Plan (EHC Plan) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed. The school's arrangements can be found in the: Supporting Pupils with Medical Conditions Policy.

Guidance from the DfE can be found at: www.sendgateway.org.uk

Complaints procedure:

The school's complaints procedure policy is available on the school's website:

https://primarysite-prod-sorted.s3.amazonaws.com/theydon-bois-primary-school/UploadedDocument/90849bd2-c777-4e70-8795-bf080eb629a8/efspt_complaints_policy_december_2021.pdf

However, all parents and carers are encouraged to contact their child's class teacher, the SENCo or the Headteacher if they have a complaint about the SEND provision for their child.

This policy should be read in line with:

The SEND Information Report, Child Protection/Safeguarding Policy; Supporting Pupils with Medical Conditions Policy, Equality Scheme, Behaviour Policy; Accessibility Plan; Admission Arrangements;

Compliments, Concerns and Complaints Policy; Home-School Agreement; Homework Policy and the Graduated Response Windscreen.

<https://www.theydon.efspt.org/policies/>

This policy will be regularly reviewed. Success of this policy will be determined by:

- The improvement of outcomes for children with SEND

- Early identification of needs
- Effective interventions
- Effective parent and pupil participation

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 July 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Dfe February 2013
- SEND Code of Practice 0-25 July 2014
- Schools SEN Information Report Regulations (2014)
- The Child and Families Act (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2021