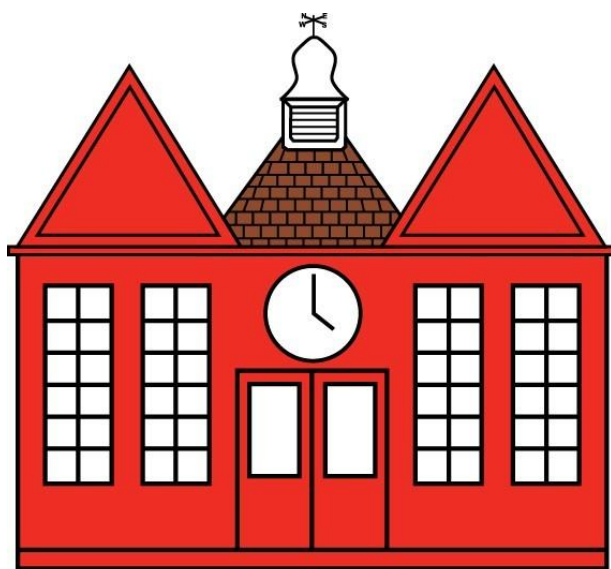


Special Educational Needs and Disabilities (SEND) and Inclusion Policy



Tendring School
1896

To be reviewed by: **Full Governing Body**

Review date: Summer 2027

Signed:

Approved at FGB Date: Summer 2026

Special Educational Needs and Disabilities (SEND) and Inclusion Policy



SEND Policy

1. AIMS

At Tendring Primary School, we believe that the key to successful outcomes for our pupils is for all those connected with a child to work in partnership. We endeavour, wherever possible, to include all children in the various aspects of school life.

Our approach is person centred. We include pupils, parents and carers as well as other agencies working with a child to develop a cycle of assessment, plan, do and review, which has the goals of meeting need and raising the aspirations of and expectations for all pupils with SEND.

We believe that early identification and assessment are very important. If action is taken at an early stage, a child is likely to be more responsive. If a difficulty proves to be transient, the child will subsequently be able to learn and progress as expected. If it does not, then an early start enables appropriate assessment and support to be arranged as soon as possible.

Tendring primary school SEND objective

- To identify and provide for pupils who have special educational needs and/or disability
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a whole school approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCO)/ Inclusion manager to co-ordinate SEND throughout the school
- To provide SEND support and advice for all staff

2. Definition of SEND

Children have SEND if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. For children of two or over, educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

2.1 The SEND Code of Practice separates SEND into 4 broad categories:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The following are areas of need are **NOT** examples of **SEND** but may impact on progress and attainment;

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Child in care/ looked after child

3. The roles and responsibilities

The Headteacher

The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. She will be informed of the progress of all vulnerable learners and of any issues with regard to the school's provision for SEND, through the school's assessment and monitoring system.

The headteacher and the governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

The headteacher is Mrs Alison Clark

She can be contacted through the school office at admin@tendring-pri.essex.sch.uk

Teachers

Teachers are responsible for the assessment, planning and delivery of lessons for all pupils. Where a need for additional support is identified, they will discuss with the SENCO and it may be appropriate to start a One Planning process. This 'Assess-plan- do-review' cycle enables targets to be identified, support matched to need and interventions monitored. Subject leaders, the Senior Leadership team, the inclusion partner, Educational Psychology service, or other professionals may also be involved. However, the day-to-day curriculum planning remains the responsibility of the class teacher.

Supporting adults

At Tendring Primary School, all adults support the learning of SEND children. The term Teaching Assistant refers to an adult who supports High Quality Teaching in the classroom and is not the class teacher. They will be deployed by the class teacher to support children in small groups or individually.

The deployment of teaching assistants in the classroom enables teachers to plan group work which has additional input or support. Teaching Assistants are deployed in ways that enable all pupils to access high-quality teacher; to scaffold learning and to develop pupil's independence; to deliver well-chosen evidence based, structured interventions where appropriate.

The Special Educational Needs Coordinator (SENCo)

In accordance with section 6 of the SEN Code of Practice 2014, the SENCo is a qualified teacher who has achieved the National Award for SEN, or will do within 3 years of being appointed or was appointed to the role of SENCo before 2008. The SENCo's responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers

- monitoring the way in which children with SEND are supported in school
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies

The SENCO/Inclusion Manager can be contacted through the school office at admin@tendring-pri.essex.sch.uk.

The SEND Link Governor

The SEND Code of Practice (paragraph 6.3) states that there should be a member of the governing body with specific oversight of the school's arrangements for SEND.

The role of the SEND Governor at Tendring Primary School includes:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's SEN budget is appropriately allocated to support pupils with SEN
- Giving up to date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school's website publishes the school's SEND offer in accordance with the Code of Practice (2014)

The SEND link governor is **Mrs Claire Claydon**

She can be contacted through the school office: admin@tendring-pri@essex.sch.uk

4. Identification

At the heart of the work of every primary school class is a continuous cycle of planning, teaching, reviewing and assessment. During the regular discussion about progress and attainment of pupils, some children may be identified as making less than expected progress. Initially, once a pupil is identified as being vulnerable to making less than good progress, they may receive focused support or activities which address their identified difficulties.

Some children may need more support and, in consultation with the SENCo or SLT, measures may be put in place to further support the child.

In doing this the school will make reference to the [Ordinarily Available: Inclusive Teaching Framework](#) and [Ordinarily Available: targeted support](#) documents.

High Quality Teaching (HQT)

Class teachers provide High Quality Teaching thereby offering a fully accessible, adapted curriculum. If a child's progress gives cause for concern, our first steps are to consider simple additions or changes that a teacher can put into place to adapt their teaching and remove any potential barriers for the pupils in their care making reference to the Ordinarily Available: Inclusive Teaching Framework.

If a pupil's progress continues to cause concern, our next step is to provide Targeted Support following recommendations in the Ordinarily Available: Targeted Support. This is additional provision which is ordinarily available in mainstream schools for some pupils who have been identified as having special educational needs. Parents/carers will be involved fully in this process. When pupils receive targeted support, they will be included on the SEND register and the One Planning process will start. A One Plan will be agreed with parents/carers, the pupil and staff and details what support the pupils will receive.

High Need

This level of intervention is for pupils with more complex and/or enduring difficulties and whose progress is considered insufficient, despite carefully planned interventions at the previous levels. The school may seek extra provision beyond our existing resources, or an assessment for an **Education, Health and Care Plan**. Generally, the school would be receiving ongoing support from external professionals who would be providing advice and support and the pupil would be receiving additional, ongoing one-to-one adult support.

Education Health and Care Plan

Should a pupil's needs exceed the support that school can offer in the category of SEND support identified, a request can be made for an Education, Health and Care (EHC) needs assessment. The local authority will decide whether it is necessary for it to make provision in accordance with an EHC plan. The factors a local authority should take into account in deciding whether it needs to undertake an EHC assessment are set out in paragraphs 9.14 to 9.15 of 'Criteria for undertaking an EHCP Statutory Assessment'

An EHC plan is led by the needs and aspirations of the child and his or her parents, working in partnership with practitioners and other supporters.

The purpose of an EHC plan is

- To secure the special educational provision assessed as being necessary to meet the SEN of the child or young person
- To secure the best possible outcomes for them across education, health and social care, and, as they get older to prepare them for adulthood
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes (ref. COP Chapter 9.2)

5. The Assess- Plan-Do- Review cycle

The SEND Code of Practice 0-25 promotes the use of the 'assess – plan – do – review' cycle. All staff use this process when planning provision for pupils with SEND.

One Planning

The process by which we implement the 'assess, plan, do, review' cycle is called One Planning. Pupil centred meetings are held where everyone involved with the child will work together to build a clear picture of their needs and plan the support required to meet the targets set.

Once a programme of support is in place, the class teacher and supporting adults will implement it. Progress will be reviewed in a number of different ways.

Informal and regular

The pupil, the supporting adult running the intervention and class teacher will discuss what has been learned or practiced and how they feel it is going.

Half termly or Termly

The effectiveness of the intervention programme will be measured as part of the overall progress of the child.

Termly One Plan review meetings are held with all of the following: pupil, parents and the class teacher. At times, the SENCo and anyone else involved with the child may attend. This could include an education professional or health professional. At these a child's overall attainment and progress are discussed as well as how they are progressing towards their individualised targets. It might not always be possible for everyone to attend, but their views are sought.

High Needs

In addition, children who have an Education Health and Care Plan will have a statutory Annual Review which measures progress against EHC Plan's objectives and provides an opportunity to reflect on achievements, set targets, receive feedback and plan going forward.

Admissions

Pupils with SEND will be admitted to Tendring Primary School in line with the School's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.

Transition

The school will work closely with parents and any previous settings to ensure that children with identified needs are able to make a smooth transition in to school.

We also work with local secondary schools to help our pupils move up to the next phase of their education. We will work to ensure that a new school is aware of the best ways to support a child and if necessary, we arrange for additional visits to increase a child's familiarity with their new school before they move.

All staff work closely to ensure smooth transition from year group to year group.

Accessibility

Tendring Primary school aims to provide access to school life regardless of physical ability. Please read the Accessibility Policy for more information.

1 Introduction

- 1.1** Our school values the individuality of all of our children. We are committed to giving all our children the opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

2 Aims and objectives

- 2.1** Our school aims to be an inclusive school. This means that equity of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:
- girls and boys;
 - minority ethnic and faith groups;
 - children who need support to learn English as an additional language;
 - children with SEND;
 - children in receipt of the pupil premium grant
 - gifted and talented children;
 - any children who are at risk of disaffection or exclusion.
- 2.2** The EYFS curriculum and National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:
- setting suitable learning challenges;
 - responding to children's different starting points
 - responding to children's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils;
 - providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)
- 2.3** We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:
- do all our children achieve as much as they can?
 - are there differences in the attainment and progress of different groups of children?
 - what are we doing for those children who we know are not achieving their best?
 - are our actions effective?

3 Teaching and learning style - See also Teaching and Learning Policy.

- 3.1** We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.
- 3.2** When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs using a personalised curriculum.
- 3.3** Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth/depth of work within the area or areas for which the child shows particular aptitude.

- 3.4** Teachers are familiar with the relevant equal opportunities' legislation covering race, gender and disability.
- 3.5** Teachers ensure that children:
- feel secure and know that their contributions are valued;
 - appreciate and value the differences they see in others;
 - take responsibility for their own actions;
 - participate safely in clothing that is appropriate to their religious beliefs;
 - are taught in groupings that allow them all to experience success;
 - use materials that reflect a range of social and cultural backgrounds, without stereotyping;
 - have a common curriculum experience that allows for a range of different learning styles;
 - have challenging targets that enable them to succeed;
 - are encouraged to participate fully, regardless of disabilities or medical needs.

4 Children with disabilities

- 4.1** Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access.
- 4.2** Teachers modify teaching and learning as appropriate for these children. For example, they set objectives for the lessons which provide challenge at an appropriate level and plan for appropriate support for example; they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.
- 4.3** Teachers ensure that the work for these children:
- takes account of their pace of learning and the equipment they use;
 - takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
 - is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
 - allows opportunities for them to take part in educational visits and other activities linked to their studies;
 - includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
 - use assessment techniques that reflect children's individual needs and abilities.

5 Disapplication and modification

- 5.1** The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.
- 5.2** In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents. The school's governor with responsibility for SEND would also be closely involved in this process. We would ensure

that every effort had been made to provide the necessary support from within the school's resources before considering such action.

- 5.3** Where it is decided to proceed with modification or disapplication, we would do so through:
- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
 - Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

6 **Summary**

- 6.1.1** In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.
- 6.1.2** The SENCo is a pivotal figure in each aspect of this process, available to lead practice and provide support. She continues to play a significant part in establishing programmes of study and liaises with all concerned parties. It is her role to make contact with external agencies and to arrange for referrals when necessary.