

## Special Educational Needs and Disabilities Policy

relating to St George's C of E Primary School

was approved by the Governing Body on  
12.11.24

As we work within a Church school, the staff and governors of Great Bromley Church of England Primary will seek to ensure that within all policies and procedures we incorporate opportunities for identifying, understanding and developing our core Christian values and vision.

### Our Vision

*Working together, learning for life.....*

*With the **compassion** of Jesus, we treat others with kindness and patience*

*With the **courage** of St George, we stand up for what is right*

*With **respect** and **friendship** we build each other up*

## 1. AIMS

At St George's C of E Primary School, we believe that the key to successful outcomes is partnership and engagement between teacher, pupil and parents or carers. We recognise that a small number of children will, at some stage in their school life, require a more personalised approach to enable them to make progress, enjoy success and achieve which is 'different from' or 'additional to' support to other children of their age. When this is the case, we use a person centred, collaborative, graduated approach to plan for and support our pupils on the school Special Educational Needs and Disabilities (SEND) register.

## 2. Definition of Special Educational Needs and Disabilities (SEND)

Children are recognised as having special educational needs and disabilities (SEND) under the SEN 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."*

At St George's C of E Primary School we recognise children with special educational needs and disabilities under the following definitions:

- Have a significantly greater difficulty in learning than the majority of children of the same age within the area of the local education authority.
- 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.

(This last statement relates to children who are in Explorers class whom have not yet reached five years of age.)

At St George's C of E Primary School, we recognise that a child **does not** necessarily have a special educational need which requires additional provision if they have:

- A diagnosed neurological condition;
- English as an Additional Language;
- Are progressing slowly or have low attainment;
- A disability or medical condition;
- Involvement of an outside agency, such as an NHS speech and language therapist, physiotherapist or occupational therapist.

However, staff who have direct contact with the child will be kept informed and will work together to monitor the child's academic, social and emotional progress so that early intention can be provided, if required.

We acknowledge that children with behaviour needs are not identified as having special educational needs. However, we recognise behavioural changes are a form of communication which requires monitoring and discussion involving the child and their parents. These behaviours may be linked to barriers to learning or additional needs, which may or may not meet the definitions of special educational needs and disabilities.

In meeting children's needs we are also required to work within the following Acts:

- The SEND Code of Practice: 0 - 25 years and the Children and Families Act (2014),
- The SEN and Disability Act (2014)
- The Discrimination and Disability Act (12 2006)
- The Equality Act (2010)

The implementation of the SEND Code of Practice 2014 will be through the School Offer.

If a parent/carer believes that their child has special educational needs, as outlined above, they must raise their concern with their child's teacher first. The class teacher is best placed to discuss children in their care. To arrange a suitable time for a meeting, parents are invited to ring the school office so that a date and time can be found for this initial discussion. The teacher may choose to complete an 'Initial Concerns Form', which includes actions which will be carried out by school and/or home, and those present will arrange a date and time to review these actions. The SENCO (Special Educational Needs Co-ordinator) may be invited to attend this follow-up meeting.

2.1 Special Educational Needs are identified in the SEND Code of Practice under the following four categories of need:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Social, Emotional and Mental Health

Essex County Council has sets out expectations around the provision and practice that is expected in all Early Years settings, mainstream schools and Post 16 providers for children and young people with SEND in their document, [Ordinarily Available: Inclusive Teaching Framework](#). This document identifies for a child and young person, parent/carer or family what they can expect to be "normally" or "ordinarily" available to the child without the need for involving specialist support, in the form of a One Planning and placement on the school SEND register. A second document, [Ordinarily Available Targeted Support](#), offers further guidance around the additional strategies and practices that are relevant for some pupils, which would align with a child having One Planning and being placed on the school SEND register.

### 3. **The roles and responsibilities**

#### **The Head teacher**

The Head teacher 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 Head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Co-ordinator (SENCO).

#### **Teachers**

Teachers are responsible for the assessment, planning and delivery of lessons for all pupils. Sometimes, children will be supported by outside agencies, including; NHS speech and language therapists, NHS occupational therapists, NHS physiotherapists, members of the Essex County Council specialist teacher team, Inclusion Partner, Educational Psychologists or other professionals, such as those whose guidance is included in an Education, Health and Care Plan (EHCP). Teachers are responsible for the delivery of any recommendations and may be required to offer feedback, as and when requested.

Where 'different from' or 'additional to' support is needed, as outlined in Section 4, the teacher will be responsible for overseeing the day-to-day provision, following the 'Assess – Plan – Do - Review' cycle, including obtaining feedback from staff members (such as LSA, MDA and SENCO) to share with parents and other interest parties who attend the termly One Planning meeting for the child.

The teacher will be assisted through advice from the SENCO, subject leaders and the Senior Leadership Team (SLT). In exceptional cases, teachers may request further guidance on the best ways to support a child; this will be through the SENCO or a member of the SLT consulting the Inclusion Partner and/or Educational Psychologist (EP) allocated to the area of Essex where the school is located.

#### **Learning Support Assistants (LSAs) and Mid-day Assistants (MDAs)**

Sometimes, support needs to be provided by additional adults due to the type or structure of the provision, intervention or care programme. In these cases, the LSA and/or MDA is directed by the teacher to offer support which may take a range of formats, such as: in the classroom, a group intervention, one to one support, personalised physical support programme or intimate care. The role of the LSA and/or MDA is always to deliver additional input or provide support that will benefit a child's academic, emotional and/or social progression, and must never create a barrier to peer interactions or accessing a teacher.

## **SENCO**

In accordance with section 6 of the SEND Code of Practice 2014, the SENCO is a qualified teacher who has achieved the National Award for SEN Coordination (NASENCO). More recently, it may now also be held by someone in the process of completing the National Professional Qualification (NPQ) for SEN co-ordinators. Our SENCO, Mrs Jo Joyce, has the NASENCO.

The SENCO's responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- supporting teachers with the supervision LSAs and MDAs
- monitoring the way in which children with SEND are supported in school
- overseeing the records of all children with special educational needs and disabilities
- liaising with parents and carers of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the Essex County Council Inclusion Support Team (School Inclusion Partner, the named Educational Psychology (EP) and a School Effectiveness Partner), members of the specialist teacher teams, SEND operations, outside agencies, and voluntary bodies

## **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 SEND governor is Mrs Sarah Willings.

The role of the SEND Governor at St George's C of E Primary School includes:

- Helping to raise awareness of SEND issues at governing body meetings
- Monitor the SEND budget and allocation of funds
- 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 new code of Practice (2014)
- Termly meeting with the SENCO, in the role of 'critical friend'

## **Working with outside agencies**

Staff at St George's C of E Primary School work closely with all outside agencies that support children on the school roll. This list includes NHS services (e.g. occupational therapists, physiotherapists,

speech and language therapists, etc), social care and special educational needs professionals from Essex County Council. On occasions these services may contact the school in order to schedule a meeting, block of therapy or support.

In such cases, as a small school setting, we endeavour to do the following:

- Accommodate the date and time requested by the outside agency. If this is not possible, we will offer an alternative date and time.
- Offer an appropriate space for the service to work within for the agreed length of time.
- If a member of staff is requested to be present, we will ensure that at least one member of school staff is made available.
- If a service requires the school to continue to provide the same level of support to a child after their visit, this will need to be written into their visit report and can only be provided if we have the suitable ratio to safely support.
- If the service is attending virtually, we will allocate one member of staff to support the child/children in a suitable space.
- Provide feedback to the service, on request.

Parents/carers may choose to purchase the services of independent practitioners. This is the choice of the parents/carers and it is the advice of Essex County Council that this support takes place outside of school hours.

#### 4. **Identification**

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessment. During the regular discussion about progress and attainment of pupils, some children may be identified as making less than expected progress or exhibiting barriers to learning. In the majority of cases, their needs can be met by high quality teaching.

#### **Assessment and provision – our *Graduated Approach*:**

**High Quality Teaching (including provision and practice outlined in the top tier of [Ordinarily Available: Inclusive Teaching Framework](#))**

The majority of children's needs will be met in the classroom setting by the class teacher through delivering high quality lessons with different levels of work tailored to meet the requirements of the children. Occasionally, the teacher may identify a pupil as being vulnerable to making less than good progress or exhibiting one or more barriers to learning. The teacher would refer to provision and practice guidance from the top tier of [Ordinarily Available: Inclusive Teaching Framework](#) (September 2023).

#### **Monitoring and interventions**

For some children, they operate broadly within the expected range of abilities for their age. However, their progress or development occurs at a somewhat slower pace, or they may find a particular area of the curriculum more challenging, than that of their peers, identified through teacher monitoring. At this point the class teacher will refer to the top tier of [Ordinarily Available: Inclusive Teaching Framework](#), to ensure recommended practice and provision is in place, before consulting the second tier of the same document to access guidance around additions or changes that they can put in place to adapt teaching and remove any potential barriers for the child. The focus areas will be: expectations and values; relationships and behaviour; learning environment; speech, language and communication; pedagogy, memory and metacognition; assessment, planning and teaching; literacy and maths; adaptations, support and scaffolds; and motivation, recognition and feedback.

Support will generally take place within the classroom; though sometimes an alternative area may be required because of the format of an intervention, need of the child/children or to provide a suitable environment for support. It can take the form of additional time, additional check-ins, personalised learning, resources and apparatus, scaffolding or inclusion in a small group support for a set period of time, to help the child or children achieve the same objective. In the case of a small group intervention, the children in the group may be chosen because would benefit from pre-teaching, reinforcement and/or an alternative approach to work in a specific area of curriculum learning. This work is planned, monitored and reviewed by the class teacher, ceasing when the set outcome of the intervention has been met. This type of support is planned and delivered at the discretion of the class teacher as part of normal classroom practice. Children completing solely these types of tasks are supported by high quality teaching and are not accessing 'different from' or 'additional to' support that would mean they are on the SEND register.

## **Parental concern**

If the parent/carer of a child has a concern about their son's or daughter's academic or developmental progress they should raise their concern with their child's teacher initially. There should be a meeting between the parent and teacher resulting in actions to be carried out by both parents and teacher, and reviewed at after a suitable period of time. The teacher may feel it is appropriate to complete an 'Initial Concern Form' at this point. This comes within the school category of 'Monitoring and intervention'.

At the second meeting, the parent and teacher may decide on one of three actions:

- Cease actions, as these have had a positive impact on the child's social, emotional or academic progress.
- Continue with some or all actions, as a period of further support is required
- Raise with the SENCO, as concerns are ongoing and support that has been put in place does not seem to be meeting the child's needs. If the teacher has not already done so, they will complete an 'Initial Concern Form' which will be shared with the SENCO. The SENCO may be invited to attend this second meeting.

A meeting between parents and the SENCO does not mean that a child will be added to the SEND register. This decision will be made on the criteria outlined in the Code of Practice (2014) and guidance from Essex County Council, including [Ordinarily Available: Inclusive Teaching Framework](#) and [Ordinarily Available Targeted Support](#).

### **One Page Profile (OPP) and One Planning**

Sometimes a child will require 'different from or additional to' provision which is greater than that required by other children of the same age. Based on class-based assessments and monitoring, observations and discussions, alongside other methods of collecting qualitative and quantitative data, there will be a conversation involving, though not limited to, the class teacher, pupil (in person or by collecting their views in advance of the meeting), parent/carer and SENCO when it will be decided if the child would benefit from being placed on the school SEND register.

The teacher and SENCO would refer to the Ordinarily Available Framework ([Ordinarily Available: Inclusive Teaching Framework](#) and [Ordinarily Available Targeted Support](#)).

There will be termly One Planning meetings involving the child, parent/carer, teacher and, if appropriate, the SENCO. It may be appropriate for the teacher, LSA or SENCO to carry out additional assessments to help identify next steps and support strategies prior to the meeting. The views of the child may be obtained through attending the meeting or prior to the meeting through an informal discussion. At the One Planning meeting, a pupil centred action plan will be agreed which details what support the pupil will receive. This information is recorded in the One Planning paperwork, which includes a summary of the child on the first page, known as the One Page Profile (OPP). The document is shared with the child's family and the OPP is shared with all staff in the school, plus outside agencies and supply staff who will be working with the child in school. The One Planning will include key information about the child, agreed long and short term outcomes and support/provision to be put in place. The One Planning will be monitored and reviewed termly by the class teacher, in order to ensure the identified child is accessing and benefitting from agreed interventions and/or support, following the school's graduated approach of 'Assess-Plan-Do-Review' (section 5).

Placement on the school SEND register may be initiated by a previous setting placing the child on their SEND register. Alternatively, an external agency (NHS speech and language therapist, NHS physiotherapist, NHS occupational therapist, medical specialist or similar) may identified a medical or physical need that could significantly impact on the child's ability or confidence when accessing the full curriculum. In the case of one or more of these agencies being involved, the school and parents must work together to provide appropriate support, monitoring and feedback to aid effective evaluation of recommendations, in order for support activities and plans from these services to be beneficial, relevant and accurately reviewed.

### **Complex Needs/Education, Health and Care Plan (EHCP)**

In extremely rare cases, the progress of a child may cause concern, despite adjustments over time, including:

- Effective use and analysis of support strategies taken from the Ordinarily Available Framework (Ordinarily Available: Inclusive Teaching Framework and Ordinarily Available Targeted Support).
- The school's graduated approach of 'Assess-Plan-Do-Review' (section 5), including detailed monitoring and reviewing of One Planning.
- Evidence of recommendations from other agencies being incorporated into planning and support, including reviews of progress and adaptations from these services.
- Staff providing an effective working environment, with access to support materials and guidance on self-help strategies.
- The school making appropriate provision within its budget.

In these cases, the school or family may seek extra provision beyond the existing resources, or request an Education, Health and Care needs assessment. If school and family are in agreement that an application for an Education Health and Care needs assessment is appropriate, they will need to ensure that the child's needs meet the criteria set down in Criteria for EHC needs assessment. <http://www.essexlocaloffer.org.uk/file/criteria-ehc-needs-assessment/>. Outside agencies may be consulted or commissioned as appropriate.

If the application is successful, resulting in an Education, Health and Care Plan (EHCP) being granted, the school will be required to carry to hold an 'Annual Review' 12 weeks prior to the anniversary of when the EHCP was granted or the last annual review. Invitations must be sent out to parents/carers and those who continue to support the child at least 6 weeks before the meeting, including inviting external agencies to submit reports. No later than 2 weeks before the annual review all paperwork, including reports from external agencies who continue to support the child, must be circulated to those who will be attending the meeting. An 'Annual Review' can be combined with a termly One Planning meeting.

An extremely small percentage of children may be identified as having Complex Needs without having previously been supported at the other levels of the graduated approach.

### **Application for an Education Health and Care Plan**

When Essex County Council are considering whether to conduct an Education, Health and Care (EHC) needs assessment, they will refer to paragraphs 9.14 to 9.15 of 'Criteria for undertaking an EHCP Statutory Assessment' in the SEND Code of Practice (2014).

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

The purpose of an EHCP is:

- To secure personalised special educational provision identified as being necessary to meet the needs of the child or young person
- To secure the best possible outcomes for the child or young person 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)

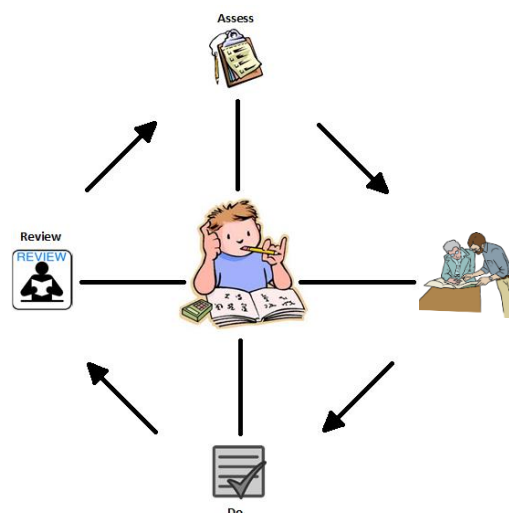
## **EHCPs**

In a small number of cases, a child is granted an Education, Health and Care Plan (EHCP). This is a legal document which has been written based on input from a range of services, in addition to information from parents/carers and school. It includes long-term outcomes for a period of time, which is often a key stage, and recommended provision to help the named child work towards meeting their long-term outcomes.

When outside agencies, including NHS services and special needs professionals from Essex County Council, have been consulted and their guidance has been included in the EHCP document it is the responsibility of the school to follow the recommendations recorded in the EHCP. Updated advice and plans received in writing from the services named in the EHCP can be actioned throughout the year and must be submitted to Essex SEND Operations (the service responsible for the EHCPs and EHC needs assessments) as part of the annual review process. The EHCP is normally redrafted when a child is moving into a new key stage or a year in advance of when the child is due to move to another school setting, which is normally year 5 in our setting. It is possible for a parent/carer to request a redraft of the child's EHCP if it is felt the document no longer provides a true representation of the needs and/or provision of the child.

## **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.



### **Assess**

Staff may use formal assessments, observations and conversations to initially assess a child's needs so that appropriate support can be put in place. Further assessments take place prior to a One Planning meeting to find out how provision has impacted on the child's social, emotional and academic development.

### **Plan**

School and home decide on outcomes, setting short-term outcomes at the One Planning meeting. The One Planning paperwork will include the long-term outcomes, short-term outcomes and steps/provision agreed by school and home around how they will work together to support the child.

### **Do**

The child's class teacher will ensure planning, support and other provision is in place to help the child reach the short-term outcomes set at the One Planning meeting.

### **Review**

The school will hold a termly One Planning meeting to review how the child is progressing, involving at least, though not limited to, the class teacher, parent/carer and child (though their views may be obtained prior to the meeting). At this meeting short-term outcomes and provision will be reviewed and support will either cease or continue with new or adapted short-term outcomes and provision.

### **Reviewing progress**

Teachers will carry out regular assessments, reviewing attainment and progress of all pupils, and consider the wider development of social skills, emotional development and independence. At this point teachers will be reviewing the effectiveness of support and interventions which has been put in place and how children have generalised this into their independent learning.

Where a child is supported by One Planning the teacher, LSAs, and, where appropriate, other adults in the school, will work together to implement recommendations and strategies. Progress will be reviewed in a number of different ways.

### **Session by session**

The pupil(s) and the adult running an intervention or support group will discuss what has been learned or practiced and how they feel it is going.

### **Half termly**

The effectiveness of the intervention programme will be measured as part of the overall progress of the child. For example, in a spelling intervention the success of the pupil in the sessions will be measured but the teacher will also look at how this is being transferred in to the pupil's classwork. This is called generalisation.

### **One Planning Meetings**

One Planning meetings are held termly and involve the child, parent, teacher and, if appropriate, SENCO. When other agencies and services are involved in supporting the child or their family, they may be invited to attend or send a report. Sometimes, an LSA or MDA may be invited to attend, based on their knowledge and involvement in supporting the child. At these meetings a child's overall attainment and progress are discussed as well as how they are proceeding towards their short term and long term outcomes. At the end of the meeting, those present will decide if support needs to continue or if the child's needs can be met under guidance set out in [Ordinarily Available: Inclusive Teaching Framework](#).

### **Children with EHCPs**

Each child who has an Education Health and Care Plan (EHCP) will have a statutory Annual Review which measures progress against the agreed long-term outcomes (normally set for the end of a key stage) and strategies set out in the EHCP. It is used to measure whether the level of support provided is appropriate and if there have been any changes in the child's needs. This review can be held at one of the termly One Planning meetings.

This policy will be reviewed annually.