

SCOTTS PRIMARY SCHOOL



	Name of School	Scotts Primary School
	Policy review Date	September 2025
	Date of next Review	September 2026
	Who reviewed this policy?	Jenny Taylor
	Date approved by Governing body	September 2025
	Inclusion Governor	Lindsey Griffin
	Headteacher	Ryan Kinnear
	Chair of Governors	Tracey Walker

SEND policy

Our aims

In making provision for pupils with Special Educational Needs and Disabilities our aim is to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Ensure the school has an Accessibility Plan in line with statutory guidelines.
- Ensure that the school has an intimate care policy in line with statutory guidelines
- Set out how our school will:
 - o Support and make provision for pupils with special educational needs and disabilities
 - o Ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
 - o Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - o Use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
 - o Help pupils with SEND fulfil their aspirations and achieve their best
 - o Help pupils with SEND become confident individuals living fulfilling lives
 - o Consider the life of the individual pupil beyond their time at Scotts Primary School and develop preparedness for this
 - o Identify the needs of pupils with special educational needs and/or disabilities as early as possible;
 - o Make reasonable adjustments to enable children with special educational needs and/or disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
 - o Ensure effective collaboration with the Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
 - o Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

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Guided principles

All our pupils have the right to an education that is appropriate to them as individuals. It is our aim to minimise the difficulties that pupils will experience and maximise their opportunities for learning through the provision of personalised learning experiences, where appropriate, that have been adapted to meet the needs of the individual.

We aim to achieve this by:

- **Setting suitable learning challenges-** We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- **Responding to pupils' diverse learning needs-** We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approach to teaching and learning.
- **Overcoming potential barriers to learning and assessment for individuals and groups of pupils-** We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements

Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose Education, Health and Care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and equal opportunities

At our school we strive to create an inclusive environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Pupils will only be withdrawn when:

- 1) They will benefit from some intensive individual work on a cross curricular skill
- 2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.
- 3) It is agreed with parents that opportunities for smaller group learning is needed in intervals throughout the day, in a quieter, less stimulating environment



Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do typical daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The four areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that go across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	Definition
Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and Learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression, attachment disorders or an eating disorder • Attention deficit hyperactive disorder (ADHD) - inattentive, hyperactive or combined type • Suffered adverse childhood experiences

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	These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or Physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and Responsibilities

In our aims to achieve the above objectives, the Governors, the Head Teacher and staff will take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

The Special Educational Needs Co-ordinator (SENCo) has to be a qualified teacher and they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment (SEN CoP 2015 6.85) The SENCo will be responsible for:

- Informing any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Working with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- The day to day operation of this policy;
- Coordinating provision for pupils with SEN by working closely with staff, parents/ carers and other agencies;
- Provide professional guidance to colleagues with the aim of securing high quality teaching (as outlined in the SEN Code of Practice 2015 sections 1.24, 6.4);
- Monitoring the quality of teaching and standards of pupils' achievement and by setting targets for improvement;
- Collaborating with curriculum leaders to ensure learning for all children is given equal priority;
- Ensuring that proper records are kept;
- Contributing to the in-service training of staff;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Using available resources to maximum effect.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

SENCo: Mrs J Taylor (SEN Accreditation- October 2015)

The Head Teacher has overall responsibility for the day to day management of SEN provision and The Accessibility Plan. He will:

Respect

Teamwork & Exploration

Resilience

Creativity & Innovation

Uniqueness

Fairness & Compassion

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- Work closely with the school's SENCo and keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

Headteacher: Mr Ryan Kinnear

Governors will fulfil their statutory duties towards pupils with special educational needs as prescribed in Part 5 Sections 38 and 39 of the Educational Act 2011 and the SEN code of Practice (2015) 6.3.

In order to do this they will:

- Develop and monitor the school's SEN Policy, SEN Information Report and Accessibility Plan and ensure provision is an integral part of the school development plan.
- All governors, with the Inclusion Governor, will be knowledgeable about the school's SEN provision, including how funding, equipment and staff are deployed.
- Monitor the quality of SEN provision and ensure all staff are appropriately trained and qualified.
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Record accurately and keep up to date the provision made for pupils with SEND
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Help to raise awareness of SEND issues at governing board meetings (Inclusion Governor)

Inclusion Governor: Mrs Lindsey Griffin

Chair of Governors: Tracey Walker

Class teachers are responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - o Set clear outcomes and review progress towards them
 - o Discuss the activities and support that will help achieve the set outcomes
 - o Identify the responsibilities of the parent, the pupil and the school
 - o Listen to the parents' concerns and agree their aspirations for the pupil

SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Stages of Intervention and Assessment

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Access to the school's broad and balanced curriculum is achieved for pupils by adaptation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two catch-up programmes or interventions. When a pupil is consistently and significantly falling behind age-related expectations, the SENCo will be notified and Wave Three interventions will be implemented (SEN Support).

SEN Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

- 1) An important feature of SEN Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher or SENCo identifies a pupil with Special Educational Needs they will provide interventions **additional to or different from** those provided as part of the school's usual differentiated curriculum offer.
- 2) The triggers for intervention will be concerns about the individual pupil who, despite receiving adapted learning opportunities;
 - makes little or no progress
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment
 - persistent emotional and/or behavioural difficulties which continue despite behaviour management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite adapted approaches to the curriculum
- 3) The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with appropriate staff, and the views of the pupil sought.
- 4) All information about the pupil from within the school, together with any additional information from the parents will be considered.
- 5) The SENCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
- 6) The SENCo will facilitate the collection of all available information about the pupil. Information will be collected from;
 - Within the school, using identified staff working with the child.
 - Progress tracking information
 - Parents/carers and the pupil
- 7) The SENCo and the class teacher will work together in planning future support for the pupil, monitoring and reviewing the action taken.
- 8) The pupil's teacher will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.
- 9) A Student Information Profile will be put in place to create a one-page profile of the child, ensuring their needs, provision, likes/dislikes and what is working for the child is clearly captured in liaison with the child. This will form a key aspect of information sharing.
- 10) Where appropriate, the SENCo will coordinate the planning of an Individual Education Plan (IEP) and targets will be set by class teachers with the support of the SENCo and in discussion with appropriate staff and parents.
- 11) The IEP will be reviewed on a termly basis. In addition to formal reviews, it should be reflected on frequently and targets should be annotated where necessary each term.

Additional Actions When Applicable

- 1) Involving external support services, both those provided by the LA and/or outside agencies, who will advise on a range of provisions including new IEP targets and appropriate strategies.
- 2) Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.

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3) The SENCo, teachers, literacy and numeracy leaders and external specialists, will consider a range of different teaching approaches and appropriate equipment/teaching materials, including the use of assistive technology.

4) The decision by the school to request a statutory assessment and/or validated hours from the LA will be made when the child has consistently been unable to reach targets and has demonstrated significant cause for concern in spite of the school's best endeavours to make appropriate provision from within the resources available. The decision will be reached in consultation with parents and external agencies.

School Request for Statutory Assessment (EHC Plan)

When a school request for statutory assessment is required, the SENCo will take a leading role and will provide information to a moderating panel. Parental input informs an important part of this process. This information will include:

- the school's action through Assess, Plan, Do, Review cycles
- individual education plans for the pupil
- records of regular reviews for at least a six month period
- an individual provision map
- the pupil's health, including a medical history where relevant and recent hearing and vision checks
- tracking of progress using the school's assessment criteria
- attainment in English and maths
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of social services or education welfare services where applicable
- pupil attendance details

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment. If the LA decides not to make a statement of special educational needs then the pupil will remain on School Support. If appeal procedures are invoked the pupil will continue to receive support at School Support.

Education, Health and Care Plan (EHCP)

If the LA does agree to the EHCP then the school's role is as follows:

- The Headteacher/SENCo will implement the provision from the plan, working towards the outcomes outlined.
- Short-term targets will be set and reviewed termly. The strategies to meet those targets will be set out in the IEP and should record only that which is ADDITIONAL TO or DIFFERENT FROM the adapted curriculum.
- Progress will be formally reviewed by holding an annual review meeting.

The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting.

Monitoring and Evaluation

The Governors ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy. The Governors will be given a formal update for SEN by the SENCo termly.

Links with external professional agencies

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The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist advisory teachers or support services
- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Admission Arrangements

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The SEN information report provides parents with more information in regards to in-school provision for SEN pupils, sharing our school offer.

The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that they have SEN except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs, the SENCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The previous school is responsible for providing this information.

Accessibility arrangements

The school is accessible to pupils with disabilities, having special ramps available in parts of the school and disabled toilet facilities to ensure adequate provision for children and adults. This is outlined in detail in the school's Accessibility Plan.

Leaving School

When a pupil leaves the school, the SENCo will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above.

All children have detailed records, which are passed on to the receiving school. The needs of children with SEND are discussed on an individual basis with the receiving SENCo prior to transfer. In some cases, for the most vulnerable children, a person centred review will be organised by the SENCo and will include representation from the current school, receiving school, parents and the local authority.

Resources

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to 7.7 hours of any SEN support required by a young person.

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SEND Information and Support Service (SENDIASS)

The LA has made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website: www.havering.gov.uk/pips

Linked policies (all available on our website)

- SEN information report
- The Local Offer
- Accessibility policy
- Behaviour policy
- Intimate care policy
- Equality policy
- Teaching and Learning policy
- Home School Agreement
- Safeguarding policy
- Supporting Pupils with Medical Conditions policy
- Complaint policy