



*Bennet Canfield, Little Canfield, Dunmow, Essex, CM6 1YE*

**part of The Learning Partnership Trust**

## **Special Educational Needs, Disability and Inclusion Policy**

Head teacher :	Mrs Claire Phillips
SEND Governor:	Mrs Diane Hancock
SENDCo:	Mr Gavin Strickfuss
SENDCo qualifications:	Qualified Teacher Status NPQ SENCo (estimated date of completion: Autumn 2026)
Pastoral, Welfare and Inclusion Leader:	Mrs Jackie Griffiths
Pastoral, Welfare and Inclusion Leader qualifications:	BA (Hons) in Education
Leader of SEND:	Mrs Veronica Clarke-Scholes
Policy reviewed (annually):	September 2025
Next timetabled review:	September 2026
Agreed by Directors, Local Governing Body and staff:	

**This policy is fully compliant with the requirements of the SEND Code of Practice (updated in 2024)**

**The Learning Partnership Trust (TLPT – the ‘Trust’)**

**Special Educational Needs and Disabilities (SEND) and Inclusion Policy**

The Learning Partnership Trust is committed to providing a high-quality education for all children in the schools in the Trust. We believe that all children, including those identified as having SEND, should receive a broad and balanced academic and social curriculum, which is accessible to them, and should be fully included in all aspects of school life, so that they can:

- achieve their best;
- become confident, resilient individuals living fulfilling lives;
- make successful transitions to their next stage of schooling and ultimately into adulthood.

We believe that all children should be equally valued in school and we have high expectations of all our learners. We strive to eliminate prejudice and discrimination and to develop an environment where all children can feel safe and flourish.

We are committed to inclusion. Our aim is to develop a culture, policies and practice that include all learners. We aim to engender a sense of community and belonging in each of our schools, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- girls and boys;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- learners who need support to learn English as an Additional Language (EAL);
- learners with special educational needs;
- learners who are disabled;
- learners with additional needs;
- those who are the most able;
- those who are looked after by the Local Authority;
- those who were previously looked after by the Local Authority;
- those who are disadvantaged in any way;
- those who have medical needs;

- any learners who are at risk of disaffection and exclusion.

The Trust recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education, in so far as it is reasonable, realistic and safe to do so. The statutory guidance set out in *'Supporting pupils at school with medical conditions'* (Department for Education, December 2015), informs our decision making and actions.

Under the Equality Act 2010 we have duties towards individual disabled children to make any reasonable adjustments to endeavour to prevent them being put at a substantial disadvantage. We have a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

This policy describes the ways we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, speech and language difficulties, learning difficulties or emotional or social development, or may relate to factors in their environment.

### **Aims and Objectives:**

The aims of this SEND and Inclusion Policy are:

- to create an environment that meets the special and additional educational needs and disabilities of each child;
- to ensure that the special and additional educational needs and disabilities of children are identified, assessed and provided for as early as possible in their school career;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special and additional educational needs and disabilities;
- to ensure that all pupils have equal access to high quality teaching through a broad, balanced curriculum which is carefully differentiated to meet individual needs;
- to offer high quality support to ensure that all needs are met;
- to enable all children to have full access, wherever possible, to all elements of the curriculum and all aspects of school life;
- to ensure that parents/carers are able to play their part in supporting their child's education and are kept fully informed of any support which is in place for their child together with their progress and attainment;
- to ensure that children have a voice in this process;
- to set out an approach which encourages active and regular communication between all those concerned, i.e. pupil, parents/carers, teachers, support staff, specialist staff and other agencies.

## **Definitions: (also see 'Observation and Assessment' below, p9)**

- ❖ 'A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision that is **different from** or **additional to** that normally available to pupils of the same age.' (*Code of Practice 2014, 6.15*)
  
- ❖ A child has a learning difficulty if he/she:
  - has a significantly greater difficulty in learning than the majority of children of the same age; or
  - has a disability that prevents or hinders them from making use of educational facilities.

## **Admissions and Inclusion:**

The school's admission policy is available to view on our website or can be obtained from the school office. Children an Education, Health and Care Plan (EHCP) that names the school on the EHCP are required to be admitted to a school regardless of their place in the priority order. The school will follow the accepted protocols in this regard, which currently state that: 1) admission cannot be prejudicial to the education of the rest of the class, and 2) the school must be able to meet the child's needs as outlined in the EHCP and any professional reports provided with the admission request. Any such admission requests are managed by the Local Authority's (LA) Statutory Assessment Service. The Directors, Local Governing Body (LGB) and school staff will endeavour to ensure that, where possible and realistic, that appropriate provision is made for all admitted pupils with SEND and/or additional need.

## **Roles and Responsibilities:**

### **The Role of the Directors and the LGB:**

The Directors determine the Trust's general policy and approach to provision for children with SEND. They, and the LGB, establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work. They appoint a governor to take a particular interest in, and closely monitor, the school's work on behalf of children with SEND. They monitor the allocation and impact of all available funding, including the Pupil Premium Grant, details of which can be found on the school's website. They regularly review how the expertise and resources used to address SEND can best be used to build the quality of whole-school provision to support success.

### **The Role of the Head teacher:**

The Head teacher has responsibility for overseeing the day-to-day management and provision for children with SEND. The Head teacher keeps the Directors and LGB informed and works

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closely with the school's SENDCo, Inclusion Manager, teaching and support staff to ensure that appropriate provision is made for all children with SEND.

### **The Role of the SENDCo:**

As required by the 2014 Code of Practice:

- a qualified teacher is designated as SENDCo for the school;
- where the SENDCo has not previously been the SENDCo at this or any other relevant school for a total period of more than twelve months they will also achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. A National Award must be a postgraduate course accredited by a recognised higher education provider;
- as part of the Senior Leadership Team, the SENDCo works with the Head teacher, the Directors and the LGB to determine the strategic development of SEN policy and provision for the schools in the Trust.

The SENDCo has shared strategic responsibility with the Headteacher for:

- monitoring the overall operation of the school's SEND policy;
- working with the Inclusion Manager to support the implement the daily operation of the school's SEND policy;
- advising on provision and allocation of resources for children with SEND;
- liaising with and giving professional guidance to colleagues;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- supporting the organisation of the annual review;
- ensuring that all statutory requirements in respect of pupils with SEND are met and that the school meets its responsibilities under the Equality Act 2010, the Children and Families Act 2014 and the SEN Code of Practice 2014;
- monitoring and supporting individual support plans where necessary/requested;
- supporting the Inclusion Manager when/where requested regarding referring children to specialists;
- supporting, where requested, the application of additional funding;
- supporting, where requested, the Statutory Assessment for an EHCP;
- liaising, where requested, with the designated teacher;
- liaising with colleagues locally and across the Trust to share good practice;
- liaising with parents/carers of children with SEND as necessary;
- contributing to in-service training of staff;
- in partnership with the Headteacher, managing performance appraisal for the Inclusion Manager half-termly supervision meeting with the Inclusion Manager to

provide an opportunity for critical reflection and to allow time to raise issues, explore problems, celebrate successes and discuss new ways of handling a demanding role;

- reporting to the SEND governor termly;
- providing an annual report to the Directors and LB on the effectiveness of the policy and on the impact and effectiveness of SEND funding;
- liaising with the CEO to write and review the Equality Statement annually.

### **The Role of the Inclusion Manager:**

Working in close collaboration with the SENDCo, the Inclusion Manager has day-to-day responsibility for:

- implementing the daily operation of the school's SEND policy;
- co-ordinating the provision and allocating resources for children with SEND;
- the tracking of learning progress and attainment for all SEND children;
- monitoring individual Support Plans for children with SEND;
- receiving and actioning any internal referrals, giving feedback to referring staff and referring on to outside agencies/specialists when necessary;
- chairing Annual Review meetings for pupils with an EHCP;
- monitoring and evaluating the effectiveness of programmes and interventions, and maintaining a school provision map;
- attending Pupil Progress Meetings for all SEND children;
- liaising with and giving professional guidance to colleagues;
- liaising with parents/carers of children with SEND;
- liaising with the Designated Teacher where a looked after pupil, or a previously looked after pupil, has SEND;
- liaising with external agencies, including the LA's specialist teaching support and educational psychology teams, health and social services, voluntary bodies and any other agency or body who may be providing support and advice to a child and their parents/carers;
- liaising with potential next-step providers of education to ensure that a child and their parents/carers are kept informed about options and to ensure a smooth transition;
- liaising with colleagues to ensure that all necessary access arrangements are made for statutory tests for pupils with SEND;
- applying for exceptional funding;
- applying for Statutory Assessment for an EHCP;
- organising and chairing school-instigated 'Team around the Family (TAF)' meetings where this is deemed necessary to either meet initial needs or as a means of stepping down from the 'Child in Need' stage;

- half-termly supervision meetings with SEND Learning Support Assistants (LSA) to provide an opportunity for critical reflection and to allow time to raise issues, explore problems, celebrate successes and discuss new ways of handling a demanding role;
- contributing to in-service training of staff;
- overseeing accurate record-keeping for children with SEND and maintaining a SEND register;
- maintenance of a log of requests for resources/advice from staff for current SEN children;
- in conjunction with the SENDCo, reporting to the SEND governor termly.

### **The Role of the Class Teacher:**

All teachers are teachers of children with SEND, who apply high quality teaching at every stage of a child's learning journey. The class teacher is responsible for:

- meeting the needs of all children in their care;
- initial identification of children with SEND;
- informing the Inclusion Manager of any concerns and current action being taken regarding a child;
- initially opening a dialogue with parents/carers that enquires, informs and advises about concerns and actions to date;
- ensuring that the curriculum is appropriately differentiated for children with SEND;
- when necessary, writing an individual support plan for a child with SEND;
- monitoring and assessing progress and maintaining appropriate records for children with SEND;
- monitoring the effectiveness of additional support, alongside the Inclusion Manager;
- implementing specific advice from external agencies with the support of the Inclusion Manager;
- attending any statutory Annual Review meetings for children with an EHCP;
- liaising with and seeking support from the SENDCo and/or Inclusion Manager where necessary
- writing reports or supporting evidence, under the guidance of the SENDCo and/or Inclusion Manager, to be considered for statutory assessment or for referral to any outside agency;
- deploying effectively any support staff working in their classroom;
- carry out performance appraisal of any LSAs assigned to their class, in line with the school's performance appraisal and pay policies.

### **The Role of the SEND Learning Support Assistant (LSA):**

In the case of a child who has an EHCP, there may be an LSA working directly to support that child. The LSA's role is to:

- work in close collaboration with the class teacher, SENDCo and/or Inclusion Manager, any specialist working with the child and the child's parents/carers to ensure that the statutory requirements of the child's EHCP are met;
- maintain high expectations for the child being supported;
- ensure that they are fully aware of the child's strengths, difficulties and barriers to learning;
- ensure that the child being supported has full access to learning opportunities as appropriate;
- work towards the child becoming as independent a learner as possible:
- ensure that they are fully aware of agreed outcomes, targets and agreed provision;
- attend regular reviews as appropriate;
- attend training sessions as appropriate;
- maintain any necessary records and collect evidence to track the effectiveness of provisions in place;
- review progress over time with the class teacher, SENDCo and/or Inclusion Manager, any specialist working with the child and the child's parents/carers;
- ensure good links with other members of staff who are working to support the child.

### **The Role of a class LSA:**

LSAs work to support the class teacher to deliver high quality teaching to all children in the class. Where a child with SEND has an individual Support Plan, the LSA will work with the class teacher to:

- ensure that an inclusive environment is maintained;
- support a range of ability groups/partners within the classroom and facilitate independence;
- encourage self-help and maintain the self-esteem of all children;
- deliver, where appropriate, intervention support to small groups/individuals within and outside the classroom to work on a child's individual support plan targets;
- feed back the impact of such work to the class teacher to facilitate next-step planning (regular feed back to the pupil would be important too);
- provide input where necessary to the class teacher's assessments;
- seek the support of the Inclusion Manager or additional training to aid supporting a child with SEND as part of the cohort;
- attend update meetings and reviews as appropriate;
- be aware of any SEND children in the class and have knowledge of how their needs are being met via their Support Plan;

- maintain any necessary records and collect evidence to track the effectiveness of provisions in place;
- ensure good links with other members of staff who are working to support the child.

### **Identification of Special Educational Needs:**

When identifying, reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that are planned for. To provide support across these areas the school constantly reviews how well resourced it is, both in terms of practical resources and of staff knowledge and training needs. These four areas are:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties;
- sensory, development and/or physical needs.

### ***Children Whose First Language is not English:***

Identifying and assessing SEN for children whose first language is not English requires particular care. The school looks carefully at all aspects of a child's performance in different areas of learning and development, or subjects, to establish whether any lack of progress is due to limitations in their grasp of English or if it arises from SEND. The Trust recognises that difficulties related solely to limitations in EAL are not to be classified as SEN.

### **The Graduated Approach to Identification and Provision:**

We aim to identify a child's SEND early in order to ensure effective provision to improve long-term outcomes for the child.

We assess each pupil's current skills and levels of attainment on entry, building on information from parents/carers, previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

All staff are alert to emerging difficulties, at whatever age or stage of a child's education, and respond early. Parents know their child best and it is important that we listen and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

In accordance with the requirements of the 2014 SEN Code of Practice, the school adopts a graduated response to SEND provision, as follows:

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**Observation and assessment** – Pre-SEND register stage. Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. This process identifies pupils making less than expected progress given their age and individual circumstances. This can be categorised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;
- does not assure access to the full curriculum;
- does not demonstrate an improvement in self-help, social and personal skills;
- does not demonstrate improvement in behaviour.

Where a pupil is making less than expected progress the first response is high quality teaching targeted at their area/s of weakness. Where a class teacher feels that, despite high quality teaching and differentiated work, a child is still not making progress, they pass an internal referral of concerns to the Inclusion Manager, indicating the reasons for referral (Appendix 2). At this stage, a pupil may be added to the 'additional needs register.' This is to support the monitoring progress and helps to ensure concerns are investigated further.

Over half a term, the class teacher and Inclusion Manager review the progress made, the strategies in place and current assessment information. Parents/carers are kept informed and observations and detailed records kept.

**Monitoring** – During whole class provision and/or additional teaching and support, assessments are carried out and progress monitored to establish whether a child may have SEN. Some specific support will be arranged, such as small group support with an LSA or daily phonics/spelling strategies for literacy etc. The child is monitored closely and progress reviewed at least once per term by the class teacher and Inclusion Manager to see whether the progress now being made is adequate. A decision is then made as to whether the child's needs would be better supported by them being placed on the SEND register at the 'SEN Support' level, based on the criteria above in line with the Code of Practice 2014.

**SEN Support** – Children are placed on the school's SEND register if their needs are additional to or different from their peers. Children are placed on the school's SEND register. Parents/carers are consulted about desired outcomes and appropriate provision and the child's views are sought. In addition, external agencies/specialists may become involved to carry out further assessment and give additional advice if this has not already taken place. Parents may also be advised to seek GP advice or referral to a Paediatrician. An individual Support Plan for the child is put into place.

The triggers for intervention to SEN Support are underpinned by evidence from a period of observation and support for a pupil who, despite receiving differentiated learning opportunities;

- makes little or no progress in his/her identified area of need;
- is working at assessment levels significantly below those designated for his/her chronological age, especially in English and Maths;
- has persistent emotional and/or behavioural difficulties despite a range of positive behaviour management strategies as outlined in the school's behaviour policy;
- has sensory and/or physical problems and continues to make little or no progress despite provision of specialist equipment and resources;
- needs a higher level of intervention than that provided in whole-class teaching;
- may need advice or support from a specialist outside agency, e.g. Speech & Language Therapy services, Specialist Teacher team, Occupational Therapist, Educational Psychologist etc.

***Nature of Support/Intervention:***

The SENDCo and/or Inclusion Manager and class teacher discuss the child's SEND with the parents/carers and decide on the action needed to help the pupil to progress in the light of earlier assessments and, where appropriate, any advice from outside agencies.

School-based support and interventions may include a combination of:

- the use of Ordinarily Available Provision, Targeted Support Provision and sensory toolkits as the foundation of High Quality Teaching;
- an individual Support Plan, which sets out current support for the pupil, both in school and at home. This plan is reviewed termly in consultation with parents/carers and involvement from outside agencies if appropriate;
- different learning materials and resources;
- special equipment;
- use of IT;
- small group or individual support;
- support for curriculum planning/differentiation;
- additional planning/monitoring time;
- a range of management strategies and/or alternative arrangements based on specialist advice;
- a range of teaching approaches;
- staff development and training.

When a Support Plan is instigated, desired outcomes are agreed and targets set to help to move the child towards these outcomes. When the plan is reviewed the current targets are

assessed and new ones are set as required. This forms part of the four-part cycle – ‘*assess, plan, do, review*’ as required by the SEN Code of Practice 2014 – through which earlier decisions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. Parents/carers are kept fully aware of, and involved in, reviews of the planned support and interventions and have clear information about the impact of these, enabling them to be involved in planning next steps. It is our expectation that parents/carers will be involved in reviews, will attend meetings and will complete any necessary paperwork as requested. However, where parents/carers fail to attend or disengage, the process of supporting the child in school will still continue.

SEN Support also involves planning and preparation for a pupil’s transition to secondary school. To support transition, the school shares information with the setting the child is moving to and involves the parents/carers and pupil in agreeing the information to be shared as part of this planning process.

SEN Support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where support is effective and a child makes adequate progress as a result of the support given, they move from SEN Support to the ‘*observation/assessment/monitoring*’ stages of the graduated approach. At this point the child is removed from the school’s SEND register, but continues to be closely monitored. A pupil may be added to the ‘additional needs register’ to support the monitoring progress and ensure that there is a continuation of progress.

#### ***Funding for SEN Support:***

The school receives a set amount of funding each year for SEN Support and this money is directed into areas of need based on identified priorities. Provision of resources, including human resources, is closely monitored for quality purposes and it is the school’s aim to provide children at the level of ‘SEN Support’ with the best possible support.

***EHCP*** - Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents consider requesting an EHC needs assessment. To inform its decision the LA will expect to see evidence of the action taken by the school as part of SEN Support.

There will be written evidence and/or information about:

- the views of parents/carers and the child;
- the child’s academic attainment (or developmental milestones in younger children) and rate of progress;
- the nature, extent and context of the child’s SEND;
- the action already being taken by the school to meet the child’s SEND;

- where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided;
- the child’s physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

If an EHCP is agreed, the plan specifies the special educational provision required to help meet a child’s needs and move them towards their desired outcomes. The LA must make sure this support is provided and must provide the necessary amount of additional external expertise and/or funding.

An EHCP is reviewed as a minimum every twelve months. This review focuses on the child’s progress towards achieving the outcomes specified in the EHCP and also considers whether these outcomes and supporting targets remain appropriate. The Inclusion Manager organises an Annual Review meeting involving all the professionals working with the child, together with the parents/carers, and where appropriate, the child too. Children and parents/carers are supported to fully engage in this review process.

***Funding for an EHCP:***

When a child is awarded an EHCP, the LA provides ‘top-up’ funding to help the school deliver the support outlined in section F. This funding enables higher-level provision tailored to the child’s needs and is closely monitored by the SENDCo, Headteacher, Directors, and LGB.

***Personal Budgets:***

When the LA has confirmed that it will prepare an ECHP the child’s parent has a right to request a Personal Budget. A Personal Budget is an amount of money identified by the LA to deliver provision set out in the EHCP where the parent/carer is involved in securing that provision. The LA provides information on Personal Budgets as part of its Local Offer, which can be found at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk). This sets out a description of the services across education, health and social care that currently lend themselves to the use of Personal Budgets, how that funding will be made available and clear statements of eligibility criteria and the decision-making process.

**Teaching and Learning:**

We have a responsibility to provide a broad and balanced curriculum for all pupils. We recognise three essential principles to developing an inclusive curriculum:

- **Ensuring Effective Learning for All Pupils**  
As part of our daily provision, we embed high-quality teaching (HQT) through the EEF’s “Five-a-Day” approach—explicit instruction, cognitive and metacognitive

strategies, scaffolding, flexible grouping, and effective use of technology. These strategies are used alongside Ordinarily Available Provision and reasonable adjustments to ensure inclusive, responsive teaching that meets the diverse needs of all learners.

- ***Setting suitable learning challenges:***

When the attainment of a child falls significantly below or exceeds the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

- ***Responding to pupils' diverse learning needs:***

We constantly monitor and evaluate the progress each pupil makes. We identify any pupil who may be missing out, difficult to engage or feeling in some way apart from what the school seeks to provide. We plan for children to learn in a variety of ways, including visually, auditory and kinaesthetically.

- ***Overcoming potential barriers to learning and assessment for individuals and groups of pupils:***

Teachers modify their teaching taking into account the individual requirements a child may have. Some children may have disabilities and consequently need additional resources, or need extra time to complete an activity. Teachers ensure that 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;
- uses assessment techniques that reflect their individual needs and abilities.

### **Evaluating Expected Progress:**

We use a variety of assessments and indicators to evaluate the progress of children with SEND. These include:

- Views of parents/carers and pupils
- National Curriculum targets and statutory tests
- Reading and spelling assessments
- English and Maths strategy targets
- For Years 2 & 6 Statutory Teacher Assessments we follow DfE guidelines. These can be found by following these links:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/710936/Pre-key\\_stage\\_1\\_standards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/710936/Pre-key_stage_1_standards.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/710938/Pre-key\\_stage\\_2\\_standards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/710938/Pre-key_stage_2_standards.pdf)

- Early Years Foundation Stage Profile
- Phonics screening
- Pre-key stage standards
- Engagement profile
- Specialist assessments
- Teacher assessments
- Support Plan targets
- Consistent Management Plans/Behaviour Support Plans.
- Essex Target Tracker is used to record and analyse national curriculum formative and summative assessment data to support our monitoring, evaluation and review.

### **Pupil Participation:**

Children with SEND have a right to be involved in making decisions and exercising choices. The degree of participation reflects a child's maturity but all children are given the opportunity to make choices and understand that their views matter. We aim to ensure that pupils:

- play an active part in assessment and developing agreed targets;
- understand the aims of an intervention and their contribution to it;
- are consulted about any individual support provided;
- have their views sought and recorded in all reviews;
- become gradually more involved in setting and evaluating Support Plan outcomes and targets.

### **Working in Partnership with Parents/Carers:**

We view all parents/carers of children with SEND as partners. This requires positive attitudes from all, and in some circumstances, additional support and encouragement for parents/carers. We welcome and encourage parents and carers to participate from the outset, as the relationship between the parents/carers and the school has a crucial bearing on a child's progress and the effectiveness of the school-based actions. As part of our commitment to a person-centred approach, we:

- regularly take into account the views of children and their parents/carers;

- enable children and their parents/carers to participate in decision-making;
- actively seek the involvement of parents/carers in developing and implementing a joint learning approach at home and in school.

### **Working in Partnership with Other Agencies:**

Support for children with SEND and additional needs may require a concerted approach from healthcare professionals, social service departments, specialist LA support services and other providers of support. Although our teachers have a great deal of expertise in identifying and meeting the needs of their pupils, external agencies also play a vital role in helping the school to assess and make provision for pupils with SEND. The school has close and positive links with a wide range of external agencies and works closely with them, where necessary, to ensure the best education and support for all pupils. The schools in the Trust also work very closely together to share best practice and individual staff members' experience and expertise in providing for pupils with SEND.

All relevant records are transferred when pupils move to another educational setting.

### **Complaints Procedure/Policy:**

The school's complaints policy is available to view on our website or by request from the school office. A small charge may be made to provide a hard copy, in line with the school's Charging Policy.

This complaints procedure is for use in relation to children who have identified SEND, but do not have an EHCP. Complaints relating to an EHCP should be taken up with the LA that issued the plan.

### **Evaluating Success:**

The success criteria for this policy are as follows:

- the management of resources and the teaching and learning practices ensure that the needs of all pupils are effectively met with amendments and adjustments made where necessary as a result of more information learned and understood;
- pupils with SEND and additional needs are identified early and the appropriate professionals involved;
- best practice is used and shared, both in the school and across the Trust, for intervention and support strategies;
- pupils and parents/carers are actively involved in regularly reviewing and evaluating the success of interventions, support and progress and attainment;
- pupils are working as independently as possible;
- education professionals and parents/carers work in partnership.

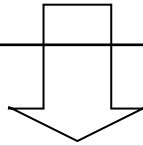
## Appendix 1

Universal approach for ALL children:

### Quality First Teaching

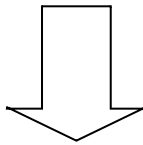
#### 1. **Observation and assessment** – Pre-SEND register stage

Regular assessments of progress for all pupils → Identify pupils making less than expected progress → Where, despite high quality teaching and differentiated work, a child is still not making progress, an internal referral of concerns goes to the Inclusion Manager → Over half a term teacher and Inclusion Manager/SENDCo review progress made, the strategies in place and current assessment information. Pupil may be identified on the additional needs register.



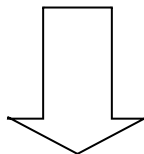
#### 2. **Monitoring**

Assessments are carried out and progress monitored to establish whether a child may have SEN → Specific support arranged, child monitored closely and progress reviewed to see whether the progress now being made is adequate → Decision made as to whether child's needs would be better supported by them being placed on the SEND register at the 'SEN Support' level.



#### 3. **SEN Support**

Child on SEND register → Parents/carers consulted about desired outcomes and appropriate provision and child's views sought → External agencies/specialists may become involved to carry out further assessment and give additional advice if this has not already taken place → Individual Support Plan put into place, which sets out desired outcomes & interventions/support to be put into place → Plan reviewed at least termly & adapted or replaced depending on effectiveness → Where child makes adequate progress as a result of support they move back to **stage 1** ↑ Monitoring is continued to ensure success is maintained → Where expected progress is not made they remain on SEN Support or the school /parents can request an EHCP assessment.



#### 4. **Education Health and Care Plan (EHCP)**

Evidence supplied to LA on attainment, progress and nature of child's SEND → If an EHCP is agreed, this sets out the support that **must** be provided & LA **must** provide necessary amount of additional funding → EHCP is reviewed at least every 12 months and is either continued or ceased, depending on progress and stated need → If an EHCP is ceased the child moves back to **stage 1** ↑ Monitoring is continued to ensure progress success are maintained.

Appendix 2

**TAKELEY PRIMARY SCHOOL - CONCERNS REFERRAL FORM - CONFIDENTIAL**

<b>Child's name/Class</b>		<b>Date of referral to SENCo</b>	
<b>Name &amp; role of referrer</b>		<b>Have you discussed these concerns with any other member of staff &amp; if so, who?</b>	
<b>Have you discussed these concerns with parents? When?</b>	Yes / no      Date:		
<b>Current Progress/ Attainment Data</b> <i>Assessments/ Age or year group they are working at/ SEMH concerns/</i>			
<b>Reason for Referral</b> <i>What do they find challenging?</i>			
<b>Current Support</b> <i>Refer to Ordinarily Available document and Targeted Support document</i>	<b>Support you have put in place</b>	<b>How long for</b>	<b>Outcome of the support</b>
<b>Expected Outcomes of the Referral</b> <i>What do you think the SENDCo can do to support the pupil? What advice/help do you require?]</i>			
<b>Next Steps from SEND Team</b>		<b>Name and Date:</b>	