

Dr Walker's C of E Primary School



An Exceptional Place to Flourish

Though your beginning was small,
your future will flourish indeed.
Job 8:7

STATUTORY POLICY

Special Educational Needs and Disability (SEND) Policy

Ratified by Governors

18.07.2023

Review Cycle

Every 3 years

Chair of Governors:

Mrs K Bush

Headteacher:

Dr L Lawson

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Pre-amble: School Vision, Ethos and Values

Dr Walker's is a mixed Church of England Voluntary Controlled Primary School in Fyfield, Ongar, Essex.

We support all pupils to succeed in reaching their God given potential at Dr Walker's – 'An Exceptional Place to Flourish', by developing

- **Belief** in self and the development of confidence, respect and trust for others and an appreciation of spirituality and an understanding of faith in God;
- **Engagement** in a love for learning by nurturing curiosity and independence; and
- **Excellence** in reaching personal goals by demonstrating resilience and positive behaviour.

Our **CHRISTIAN VALUES** are reflected in:

- Standing with **COURAGE** for what is right.
- Using **CREATIVITY** in problem solving and making life beautiful.
- Treating every person and everything with **RESPECT**.
- Having **COMPASSION** for others.
- Completing every task with **PERSEVERANCE**.
- Taking **RESPONSIBILITY** for ourselves.
- Living with **HOPE** for a better future.

At Dr Walker's we provide every pupil with the care and support they need to develop as individuals and become educated and successful British Citizens who understand the importance of the following British values:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect and**
- **Tolerance of those with different faiths and beliefs.**

Acknowledgement

- This policy complies with the statutory requirement laid out in *The Special Educational Needs and Disability (SEND) Code of Practice 0-25* (May 2015) updated from September 2014; and has been written with reference to the following guidance and documents:
- '*NASEN*' *guidance documents via the SEND gateway (National Association for Special Educational Needs)*; and
 - *Accessibility Plan*
 - *Pupils and Families (Act 2014)*
 - *Equality Act (2010)*
 - *Safeguarding Policy*
 - *Schools SEN Information Report Regulations (2014)*
 - *SEND Code of Practice (2014, including updates as of May 2015)*
 - *Statutory guidance e on Supporting Pupils with Medical Conditions (April 2014)*
 - *Teacher Standards (2012)*
 - *The National Curriculum in England Key Stage 1 and 2 framework document.*

Introduction

- At Dr Walker's CofE Primary School, we value all pupils as unique individuals, who have a range of abilities, aptitudes, and needs.
- As an inclusive school, we are dedicated to meeting the needs of all pupils and their families, including those with special educational needs and/or disabilities (SEND).
- We are committed to inclusion and will make appropriate arrangements for all pupils to participate as fully as possible in all aspects of learning, physical, practical, and extra-curricular activities.
- We have a shared expectation that all pupils, regardless of their special educational needs, will be offered inclusive teaching which enables them to make the best possible progress as valued members of our school community.

Aims and objectives

- To enable all pupils, to have full access to the school's broad and balanced curriculum, and to maximise their learning and achievement in order to become independent life-long learners. The **National Curriculum** is our starting point for planning and setting suitable learning challenges and responding to pupils' diverse learning needs.
- To ensure that all pupils benefit from '**Quality First Teaching**': this means that each teacher will assess, plan, and teach all pupils at the appropriate level which enables them to make good progress.
- To ensure high expectations of all our pupils and where necessary identify and remove barriers to learning and participation.
- To ensure that the special educational needs of pupils are identified, assessed, and provided for from the earliest possible age.
- To create a learning environment that meets the special educational needs of each pupil.
- To ensure that all necessary resources are made available to meet pupil's individual needs.
- To implement some focused interventions to target skills and to achieve preferred outcomes (not just hours of provision or support).
- To support SEND pupils in their learning within their classrooms. Where appropriate, pupils may at times be supported outside the classroom on an individual or small group basis by a skilled Learning Support Assistant. When this happens, the class teacher will be fully aware of what new skills each pupil is learning and will aim to give the opportunity for these skills to be incorporated into their everyday learning in the classroom.
- To ensure that parents or carers can play their part in supporting their child's education.
- To ensure that all partners involved in meeting a pupil's individual needs understand and fulfil their responsibilities and have the highest expectations of the learning progress that can be achieved by each individual pupil, regardless of their specific needs.
- To ensure that our pupils have a voice in deciding how their individual needs might best be met and the assurance that they are valued as part of our school community.

How will we achieve our aims?

- By identifying and providing for pupils who have SEND.
- By working within the guidance provided in the **SEND Code of Practice (2014)**.
- By operating a "whole pupil, whole school" approach to the management and provision of support for SEND.
- By providing a qualified SENCO to support pupils, parents and staff.
- By providing support and advice for all staff working with pupils with SEND.
- By working in close partnership with the pupils with SEND and their parents/carers.

Who is responsible for the provision of SEND at our school?

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| Headteacher: Dr L Lawson | <ul style="list-style-type: none"> • Has overall responsibility for all aspects of the day-to-day management of the school including the Provision for Special Educational Needs. |
| Special Educational Needs Co-ordinator (SENCO): Mrs Lynn How | <ul style="list-style-type: none"> • Is responsible for coordinating provision for children with SEN, developing the school's SEN policy and has extensive knowledge of current local and national initiatives and policies that support pupils with a range of different needs. • The SENCO has gained the National Award for SEN Co-ordination, the Advanced SENCo qualification. |
| Class Teachers: | <ul style="list-style-type: none"> • Every teacher is a teacher of every child including those with SEND and is responsible for ensuring each child in their class experiences quality first teaching, suitable adaptive teaching and learning according to their needs, and has access to a broad and balanced curriculum. |
| SEND Governor: Mrs Julie Cooper | <ul style="list-style-type: none"> • Is responsible for supporting the school to evaluate and develop quality and impact of provision for pupils with SEN across the school. |
| Teaching Assistants: | <ul style="list-style-type: none"> • May be used to support pupils with SEND during lessons or by delivering interventions both in and out of class. |

- Ensuring that they use the scaffolding approach to promote pupil independence during lessons.
- Giving feedback to the class teacher, concerning pupils' learning to support future planning.

Admissions

- Dr Walker's CofE Primary School complies with the Local Authority co-ordinated admission criteria and process, which do not discriminate against pupils with SEND, and has due regard for the guidance in the *SEND Code of Practice* (2014). In line with *The Equality Act* (2010), the school adheres to its legal obligations:
 - We do not directly or indirectly discriminate against, harass or victimise disabled pupils.
 - We will make *reasonable adjustments* (e.g. physical alterations where appropriate) and access arrangements, to ensure that disabled pupils and young people are not at a substantial disadvantage compared with their peers.
 - We promote equality of opportunity and foster good relations between disabled and non-disabled pupils.
- Pupils with **Education, Health and Care Plans (previously statements)**, need to apply for placement through the Local Authority's SEND Team, as the school needs to be consulted first.
- Parents/carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance, so that reasonable steps can be taken. *Reasonable adjustments* can include the following:
 - Adapted lessons link to national curriculum and assessment (not by a specialist LSA or teacher).
 - Some resources can be integrated as part of this access to the curriculum.
 - Request from Specialist external agencies to be involved.
 - Liaison with other professional agencies to gather information and suggestions for strategies as part of the Local Authority's Local Offer
 - One Page Profile with educational targets.

Definition of Special Educational Needs

- A pupil or young person has SEN if they have a **learning difficulty or disability** which calls for special educational provision to be made for them. A pupil of compulsory school age or a young person has a learning difficulty or disability if they:
 - a) have a **significantly greater difficulty** in learning than the majority of others of the same age; or
 - b) have a **disability** which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A pupil under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them (*clause 20 Pupils and Families Bill*).
- This is a broad definition covering pupils and young people from **0- 25 years of age**. Where a pupil or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.
- We recognise that a pupil's SEND may
 - change over time
 - be short lived or longer term
 - relate to a single area of difficulty
 - pertain to a range of difficulties that interact
 - be fairly minor
 - be profound and complex.

Broad areas of SEND needs

There are four broad categories of SEND:

| Cognition and Learning | Communication and Interaction | Social, Emotional and Mental health | Sensory and/or physical |
|--|--|--|--|
| <ul style="list-style-type: none"> • Moderate (MLD) • Severe (SLD) • Profound & Multiple (PMLD) • Specific Developmental Disorder (SpDL) <ul style="list-style-type: none"> – Dyslexia – Dyspraxia – Dyscalculia | <ul style="list-style-type: none"> • Speech, Language & Communication (SLCN) • Autistic Spectrum (ASD) | <ul style="list-style-type: none"> • Social & Emotional <ul style="list-style-type: none"> – Withdrawn – Isolated – Challenging, disruptive or disturbing behaviour • ADD • ADHD • Attachment disorder • Mental Health <ul style="list-style-type: none"> – Anxiety – Depression – Self-harming – Substance misuse – Eating disorders Physical symptoms, medically unexplained | <ul style="list-style-type: none"> • Sensory impaired • Multi-Sensory Impaired (MSI) • Physical <ul style="list-style-type: none"> – Visual Impaired (VI) – Hearing Impaired (HI) – Physical disabled (PD) – Disfigurement |

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| Communication and Interaction | <ul style="list-style-type: none"> • Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. • This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. • The profile for every child with SLCN is different and their needs may change over time. • They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. • Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. • They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. |
| Cognition and Learning | <ul style="list-style-type: none"> • Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adapted teaching and learning strategies. • Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. • Specific learning difficulties (SpLD), affect one or more specific aspects of learning. • This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. |

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| <p>Social, Emotional and Mental Health Difficulties</p> | <ul style="list-style-type: none"> • Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. • These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. • These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. • Other children and young people have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. |
| <p>Sensory and/or Physical Needs</p> | <ul style="list-style-type: none"> • Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. • These difficulties can be age related and may fluctuate over time. • Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. • Children and young people with an MSI have a combination of vision and hearing difficulties. • Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. |

Definition of Disability

- Many pupils and young people who have SEN may have a **disability** under the *Equality Act 2010* – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’.
- This definition provides a relatively low threshold and includes more pupils than many realise: *‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.*
- This definition includes sensory and multi-sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.
- Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all pupils deemed to be disabled will require this provision. Pupils and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled pupils and young people and those with SEN.
- Where a disabled pupil or young person requires special educational provision they will also be covered by the SEN definition.

What is NOT SEND, but may have an impact on progress and attainment?

- Attendance and Punctuality
- Behaviour
- Being a pupil of a Serviceman/woman
- Being a Looked After Pupil or post-LAC pupil
- Being in receipt of Pupil Premium Grant
- Disability alone does not constitute SEN.
- English as an Additional Language (EAL)
- Health and Welfare

Behaviour (and Social, Emotional and Mental Health Needs)

- We believe that behaviour is a means of communication and responding to that in order to regulate and prevent behaviours as well as giving a voice to the child.
- A pupil who exhibits as withdrawn or who has difficulties with their behaviour may not be classified as SEND.

- All pupils are expected to adhere to the school's Behaviour Policy although additional support and reasonable adjustments will be made to accommodate individual needs.
- In such cases we will work with the child's family to try to identify the underlying reasons for certain behaviour, e.g. emotional concerns which may be affecting the child.
- Appropriate provision will be provided to meet short-term needs, to prevent problems escalating.
- If a pupil consistently shows unwanted behaviours, the class teacher will assess the pupil's needs, taking into account the pupil's known history of experiences and family circumstances.
- Consistent disruptive or withdrawn behaviours **can be an indication** of unmet SEN, and where there are concerns about behaviour, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.
- If parent(s)/carer(s) and school are concerned that a pupil may have mental health needs, we encourage parents/carers to ask their GP for a referral to **CAMHS**.
- If the pupil's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation), referrals to appropriate external agencies, will be considered where appropriate for support and advice.
- The school has a zero-tolerance approach to bullying, and is committed to taking a proactive approach to ensure that pupils with SEND and disabilities are confident and happy in the school environment.
- We will investigate all allegations and work with both the bully and the victim, please refer to our Anti-bullying Policy.
- Pupils' well-being is monitored termly using the **Leuven scales of well-being**.

English as an Additional Language (EAL)

- It should ***not be assumed*** that pupils with EAL have SEND.
- Difficulties related solely to limitations in EAL **are not SEN**.
- Pupils with delayed language will receive appropriate Speech & Language support.
- If, however SEND concerns are raised, then an assessment will be done.

Supporting Pupils at school with Medical Conditions

- The school 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. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an Education, Health, and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- A pupil with **asthma or diabetes**, for example, may not have special educational need, but may still have rights under the Equality Act 2010.
- We will assess each pupil as required, and make the appropriate provision, based on their identified needs.
- Some pupils presenting with medical conditions, may also have special educational needs (SEND) and may have an EHCP, which brings together health and social care needs, as well as their special educational provision and the **SEND Code of Practice** (2014) is followed.
- Dr Walker's CofE Primary School will make arrangements to support pupils with medical conditions, as stipulated by the **Pupils and Families Act (2014)**, inclusive of **Individual Health Care Plans**, which will specify the type/ level of support required to meet their medical needs.
- Where pupils and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the Health Care Plan.

A Graduated Approach to SEND

- The **SEND Code of Practice** (2014) states a **Graduated Approach** to the identification and assessment of SEND. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a pupil may experience.
- Pupils at our school, experience teaching which is adapted to account for the breadth of needs within each class. However, there may be some pupils who do not respond to such teaching and

if this continues over time, then they may warrant being placed on the register for Special Educational Needs.

6:37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

- SEND support in school is based on a four-part cycle through which earlier decisions and actions 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.

Implementation of the Graduated Approach

- At Dr Walker's CofE Primary School, we recognise the importance of the early identification of Special Educational Needs.
- Children who are experiencing difficulty in one or more of the **four broad areas of need** are identified initially through discussions between teachers and parents.
- The purpose of identification is to work out what action the school needs to take, not to fit a child into a category.
- Class teachers continuously monitor all pupils in their class and track their progress carefully.
- If, despite accessing high quality teaching which is adapted for individual pupils, a child is identified as having a potential special educational need, the class teacher will begin the following process for identifying and managing the needs of the pupil in close consultation with the child's parents/carers.

The class teacher will:

- Complete an '**Initial Concerns Information Sheet**' after observation of the child and in consultation with their parents/carers, to gather all information/evidence relevant to the pupil's needs.
- Share the initial concerns with the SENCo, who will support the class teacher in deciding whether the pupil would benefit from additional intervention and support.
- Meet with the SENCO and the pupil's parents/carers to discuss whether the pupil should be entered onto the SEND register to receive additional intervention and support either in class or through specific provision and/or intervention programs.
- Once agreed to enter the pupil on the SEND register, to draw up a **One Plan** jointly with the SENCo, and in consultation with the pupil and their parents/carers. At this stage it may be appropriate for Outside Agency advice to be sought (the school works closely with a range of outside agencies where appropriate and/or available).

How do we monitor progress and manage the needs of our pupils on the SEND Register?

- Once a child is identified as having a special educational need, their progress and support is monitored using a four-part cycle: **Assess – Plan – Do – Review:**

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| Assess | <ul style="list-style-type: none"> • The pupil's needs are assessed at least termly by the class teacher in consultation with the SENCo. |
| Plan | <ul style="list-style-type: none"> • The teacher and the SENCo agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place for the child, as well as the expected impact on progress, development or behaviour, along with a clear date for review. • The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. • Parents are kept fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home. |

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| Do | <ul style="list-style-type: none"> • The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the child. • They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. • The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. |
| Review | <ul style="list-style-type: none"> • The impact and quality of the support and interventions is evaluated, along with the views of the child and their parents. • This feeds back into the analysis of the child's needs. • The class teacher, working with the SENCO, revises the support in light of the child's progress and development, and decides on any changes to the support and outcomes in consultation with the parent and child. • Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. • The views of parents and pupils are actively sought in this four-part process through questionnaires and during at least termly meetings with school staff. |

- **We also monitor progress and evaluate SEND provision through:**
 - pupil progress meetings held each term between the Headteacher and class teacher.
 - termly parent/teacher consultation meetings.
 - regular 'Learning Observations' in class carried out by the SENCo/Headteacher
 - regular observations of the work of our Teaching Assistants carried out by the SENCo as part of her role as their line manager.
 - termly monitoring visits by the SEN Governor.
 - annual parent views questionnaires.
 - pupil perception interviews.
 - monitoring teachers' planning for pupils with SEND.
- For a very small percentage of pupils, whose needs are significant and complex, and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health, and care needs, in consultation with parents/carers. This may result in an Education, Health, and Care (EHC) Plan being provided by the local

How do we support families of pupils with SEND?

- At Dr Walker's CofE Primary School, we have an open-door policy, where parents are actively encouraged to share any worries or concerns they may have with school staff.
- The school has a range of parent leaflets designed to support parents working with their pupils at home.
- The school organises several parent workshops during the year for various areas of concern. These are advertised in the school newsletter or through letters home for specific classes and aim to provide useful opportunities for parents to learn more about how to support their children's learning.
- Parents are encouraged to look on the school's website which contains the school's **SEND Information Report, the School Offer**, and other relevant policies.
- School office.
- Parents are encouraged to view the Local Offer provided by the local authority, which can be accessed on the internet at: <http://www.essexlocaloffer.org.uk>
- Parents are encouraged to look on the school's website which contains the school's **SEND Information Report, the School Offer**, and other relevant policies.
- The **Local Offer** is designed to enable parents and young people to see more clearly what services are available in Essex and how to access them. It includes provision from birth to 25, across education, health, and social care.

- Local Authorities **must** publish a **Local Offer**, setting out in one place information about provision they expect to be available across Education, Health and Social care for pupils and young people in their area who have SEN or are disabled, including those who do not have Education, Health, and Care (EHC) plans. In setting out what they ‘expect to be available’, local authorities should include provision which they believe will actually be available.
- This includes information about:
 - Available support and provision; targeted services; and specialist services offered by the LA for or be used by SEN pupils and young people, including those who do not have EHCPs, for whom the LA is responsible for.
 - The LA’s arrangements for providing top-up funding for pupils and young people.
 - Information about how to request an EHC assessment for an EHCP.
- Essex’s **Local Offer** is available at: <http://www.essexlocaloffer.org.uk>

Transition Arrangements

- We understand how difficult it can be for some pupils and parents as they move into a new school or new class.
- We will aim to make transitions as smooth as possible, according to the needs of the pupil.

Monitoring and Equality Impact Assessment

- Governors and the Senior Leadership Team (SLT)/Management Team (MT) will evaluate the effectiveness of the SEND Policy.
- The SENCO monitors the progress or difficulties of pupils on the SEND register.
- The SENCO provides staff and governors with regular summaries of the impact of our Policy on the effectiveness of our SEND provision.
- The SENCO is involved in supporting teachers in drawing up and reviewing termly SEND One Plans for the pupils in their class.
- The SENCO and the named linked SEND governor will schedule termly monitoring meetings.
- The governing body will review this Policy every three years, or sooner if necessary, or in response to changes in national SEND Policy.

Exiting the SEND Register

- Parents/carers will always be informed if their pupil no longer requires SEND Support.
- A pupil may be removed from the SEND register if:
 - Their progress is broadly in line with that expected for a pupil of their age.
 - The pupil no longer requires **support and/or provision which is additional to or different** from what is normally provided within the class.
- If a pupil is removed from the SEND register, their progress will continue to be closely monitored by their class teacher and the Senior Leadership/Management Teams and/or SENCO.

How does the school store and manage information for pupils with SEND?

- The SENCo team is responsible for storing, managing, and keeping SEN records up to date. Each child has a central pupil file, kept in the SENCo office, which holds all important information about pupils.
- The SENCo also keeps copies of pupils’ SEN documents and paperwork in pupil files in her office. When a child transfers to a new school, all relevant information is passed on.

Staff SEND CPD

- The school considers the training needs of all staff, which will empower and enable them to feel confident and skilled to work with pupils with SEND most effectively.
- An ongoing programme of training is in place to ensure that teachers and learning support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of pupils with SEND.
- Our training programme is based on the needs of the pupils currently at the school, and the needs of those pupils known to be transferring to Dr Walker’s CoFe Primary School.

Who should parents/carers contact if they have a complaint about the provision for SEND?

- Please see the school's complaints policy for more details, but in the first instance parents/carers are encouraged to contact the SENCo or Headteacher if they have a complaint about the Provision of SEND at Dr Walker's CofE Primary School.
- This policy will be kept under regular review. Success of the policy will be gauged by:
 - Improved outcomes for children with SEND
 - Early identification of need
 - Effective interventions
 - Enhanced parental participation and confidence
 - Increased pupil participation

Appendix: Additional Questions

Who are the best people to talk to about my pupil's needs?

- My pupil's class teacher and/or SENCO

Can this school meet my pupil's needs?

- We consider every pupil's needs individually.
- Specific interventions might be provided.
- Assessment, advice and support from external agencies, e.g.: Speech & Language Therapist, Educational Psychologist, etc.
- Additional therapists where appropriate and as available.
- Pupil & Family Consultation Services (CFCS)/Child and Adolescent Mental Health Services (CAMHS)

How does the school identify and assess pupils with Special Educational Needs and Disabilities (SEND)?

- SEND criteria and assessments.
- Information and consultation with Parents/Carers, pupils and external agencies.
- Pupil progress monitored against National and age-related expectations.

How well do SEND pupils do in our school?

Speak to:

- My child's class teacher
- SENCO
- Management Team
- Headteacher

How will my pupil be included in school life?

- We are an inclusive school and ensure that pupils are included in all aspects of learning and school life.
- Welcome and tour of school.
- New to school and class meeting.
- Educational visits and residential.
- Transition support.
- After school clubs (where available).

How does the school communicate with me?

- Phone calls
- School website.
- Regular school newsletters.
- Individual school reports.
- Specific meetings arranged at specific times with:
- Staff available before and after school (where appropriate).
- Parents consultation meetings.
- One Plan meetings.
- EHCP review meetings.

What are the arrangements for voicing my concerns to the school?

- Speak to my child's class teacher in the first instance and/or arrange a meeting with the SENCO.
- Follow the school's Concerns and Complaints Policy

Where else can I find support and information?

- School office
- Citizens Advice Bureau
- School Nurse Services
- Specialist Pupils' Services
- Bernado's
- West Essex Child and Well Being Service

Appendix: Abbreviations

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| ACEs | - Adverse Childhood Experiences |
| ADD | - Attention Deficit Disorder |
| ADHD | - Attention Deficit and Hyperactivity Disorder |
| ASD | - Autistic Spectrum Disorder |
| BSP | - Behaviour Support Plan |
| CAMHS | - Child and Adolescent Mental Health Services |
| CFCS | - Child and Family Consultation Services |
| EAL | - English as and Additional Language |
| Ed Psych | - Educational Psychologist |
| EHCP | - Educational, Health and Care Plan |
| ELSA | - Emotional Literacy Support Assistant |
| EWMHS | - Emotional Wellbeing and Mental Health Service |
| EYFS | - Early Years Foundation Stage |
| HI | - Hearing Impairment |
| IEP | - Individual Educational Plan |
| IPP | - Individual Provision Plan |
| LAC | - Looked After Child |
| LDD | - Learning Difficulties and Disabilities |
| LSA | - Learning Support Assistant |
| MLD | - Moderate Learning Difficulty |
| MSI | - Multi-Sensory Impairment |
| MT | - Management Team |
| NASEN | - National Association for Special Educational Needs |
| OT | - Occupational Therapist |
| PCR | - Person Centred Review meetings |
| PD | - Physical Disability |
| PDA | - Pathological Demand Avoidance |
| PMLD | - Profound and Multiple Difficulties |
| PNI | - Physical and Neurological Impairment |
| PPG | - Pupil Premium Grant |
| PTSD | - Post-Traumatic Stress Disorder |
| QFT | - Quality First Teaching |
| SACC | - Social and Communications Clinic |
| SEMH | - Social, Emotional and Mental Health |
| SENCO | - Special Educational Needs Co-ordinator |
| SEND | - Special Educational Needs and Disabilities |
| SI | - Sensory Impairment |
| SLCN | - Speech, Language and Communication Needs |
| SLD | - Severe Learning Difficulty |
| SLT | - Senior Leadership Team |
| SpDL | - Specific Developmental Disorder |
| VI | - Visual Impairment |