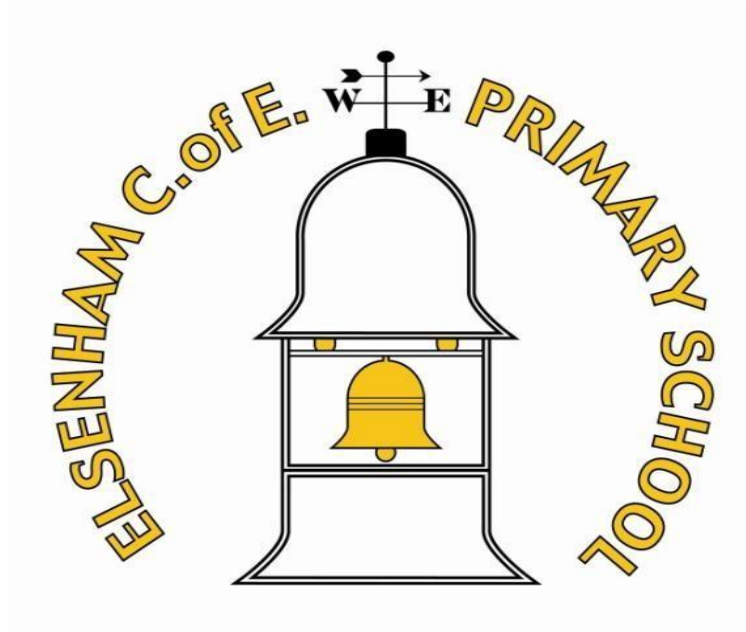




Elsenham C. of E. Primary School

SEND Policy

Policy dated:	Review due:	Reviewed by:
March 2026	March 2027	Governors - March 2026

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1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Elsenham C. of E. Primary School we believe in an inclusive school community, where everyone is valued, and their strengths are recognised. We aim to offer excellence and choice to all our pupils, whatever their ability or needs. We hope to achieve this through active participation while removing barriers to learning. We have high expectations of all pupils and want everyone to feel they are a valued member of our school community.

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of the 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.

4. Assess, Plan, Do, Review

4.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

Special educational needs and provision can be considered as falling under the four broad areas of need as outlined in the SEND Code of Practice (6.28):

1. Communication and Interaction

6.28 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.

6.29 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.

2. Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. 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 are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Mental and Emotional Health

6.32 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The

Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

4. Sensory and/or Physical Impairment

6.34 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 habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 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.

Pupils may have needs across more than one area and these needs may change over time.

4.2 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher works with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › The pupil's previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The pupil's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

4.3 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. Depending on the pupil's needs, it may be necessary to provide additional interventions in either a small group or working 1:1 with an adult. Available interventions include Read, Write, Inc. (RWI) tutoring, English, Maths, speech and language, movement breaks and mentoring.

4.4 Recording the graduated approach

We have a tiered approach to recording the support pupils on our SEND register receive. The first tier of support is High Quality Teaching for all pupils. Reasonable adjustments and adaptive teaching form an essential part of this tier to ensure pupils make expected progress. Pupils who require further support including involvement from outside professionals will have their support recorded in a One Plan. The decision of which tier a pupil is on will be made from discussions between the SENDCo and Class Teacher. This is a fluid process and pupils may move between tiers, depending on their individual needs. A One Plan will record, the goals and aspirations of the pupil, their barriers to learning and the strategies needed to support these. We will invite all those involved in the pupil's learning to be included in a termly planning and meeting process.

If the pupil's special educational need continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. Using the Essex 'Criteria for undertaking an EHCP Statutory Assessment' (August 2014), a range of written evidence about the child will support the request. Educational and Health Care Plans are in place where these are appropriate to help meet the needs of individual pupils.

Some pupils in our school receive a diagnosis for ADHD, autism or dyslexia but yet it is still possible for us to meet their needs using High Quality Teaching and using universal support strategies from [Ordinarily Available: Inclusive Teaching Framework](#) produced by the local authority. For these pupils we write a One page profile/communication passport which outlines their diagnosis, their difficulties and helpful classroom strategies. The One page profile/communication passport is updated when needed and is shared with secondary school during transition, Pupils with a diagnosis but whose needs can be met with High Quality Teaching are not on our SEND register.

Some pupils in EYFS and Key Stage 1 will receive speech and language intervention or may have a programme from a Speech and Language therapist. These children are monitored using the principles of 'assess, plan, do, and review' and this enables us to inform external professionals and parents about progress with targets but not all of these pupils will require a One Plan.

5. Roles and responsibilities

5.1 The SENDCO

The SENDCO (Special Educational Needs and Disability Coordinator) can be contacted via email at send@elsenham.essex.sch.uk or by phoning the school office on 01279 813198.

The SENDCO will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
 - Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - Ensure the school keeps the records of all pupils with SEND up to date

5.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

5.3 The Headteacher

The Headteacher will:

- › Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEND

5.4 Class teacher

Each class teacher is responsible for:

- › 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 how they can be linked to classroom teaching
- › Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy

6. Staff Training

All staff receive regular training in supporting children with SEND.

The SENDCO attends regular SEND update meetings and training and holds a Masters in Language and Communication and a Certificate in Therapeutic Play.

Staff are given regular opportunities for INSET to develop their confidence and skills in working with children with SEND and are involved in developing practices that promote whole school approaches to SEND.

Learning Support Assistants (LSAs), Key Workers and Midday Assistants (MDAs) are employed and trained to support pupils with special needs in all classes, and during lunch and play times. Some LSAs, Key Workers and Higher Level Teaching Assistants (HLTAs) are trained to run special programmes as advised by outside agencies e.g. speech & language support, occupational therapy or learning mentoring. Teachers, LSAs and Key Workers provide booster lessons, structured phonics sessions, tutoring and interventions, targeting children who need to make accelerated progress across the school.

Our Pastoral Lead has a background in behaviour management and has trained in Trauma Informed Practice and NVR (non-violent resistance). The Pastoral Lead works closely with children and their families to support them with social skills, emotional worries, behaviour, family issues and attendance.

Our Assistant SENDCO is also our Pupil Premium Lead and has trained in ELKLAN (to support speech, language and communication) and is currently undertaking the NPQ for SENDCOs.

All staff members have up to date Child Protection and Safeguarding training. The school is TPP (Trauma Perceptive Practice) trained with regular training refreshers scheduled on INSET days.

7. Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

8. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality scheme policy