



SHENFIELD ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) and Inclusion Policy

Ratified: Autumn 2026

Review due: Autumn 2027

Unlock every child's potential as a unique child of God

Ephesians 3.17-19

May Christ dwell in your hearts through faith, that being rooted and grounded in love, you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

Our aim is to provide access to a curriculum and range of learning experiences of the highest possible standard.

Aims and Vision

Our aim is to ensure that every child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education. We are committed to offering an inclusive, caring community where all feel valued and secure. We aim for children, parents, outside professionals and those working in school to have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working to enable the highest aspirations, expectations and the best possible outcomes for children with SEND.

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

Objectives

To achieve these aims we will:

- Promote early identification of additional needs.
- Prioritise high-quality differentiated teaching as the initial response to SEND and implementing targeted reasonable adjustments to remove learning barriers.
- Enable all children to have access to a broad and balanced curriculum that is differentiated and adapted to meet their individual needs.
- Provide transparent support grounded in a 'behaviour as communication' framework."
- Work in close partnership with a range of specialist agencies to enable us to provide effective, targeted support.

- Provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
- Designate a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who has responsibility for the day-to-day operation of the SEND Policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education and Health Care Plans (EHCPs).

Legislation and Statutory Framework

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015), and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0-25 (January 2015).
- School SEND Information Report Regulations (2014).
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013.
- Safeguarding and Child Protection Policy.
- Accessibility Plan.
- Teachers' Standards 2012.
- Recent Schools White Paper directions on tiered mainstream inclusion and Individual Support Plans (ISPs).

Identifying SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, which is "different from or additional to that normally available to pupils of the same age" (SEND Code of Practice 2015). For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. The identification of SEND is built into the overall approach of monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry to their class, building on information from previous classes/settings. Class teachers then make regular assessment of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised 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

It can include progress in areas other than academic attainment – for instance where a pupil needs to make additional progress with wider development, communication or social skills or physical development.

Broad areas of need as outlined in the SEND Code of Practice 2015

These four broad areas give an overview of the range of needs that the school plans to support. In practice, individual children or young people usually have needs that cut across some or all these areas and their needs may change over time:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health
- Sensory and/or Physical.

Other factors

These factors may impact progress but do not, in isolation, constitute SEND.

- Attendance and punctuality
- Health and welfare
- Speaking English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked after child/children in care (LAC/CIC)
- Being a child whose parent is in the armed forces

Principles of Support: Needs-Led vs. Diagnosis-Led

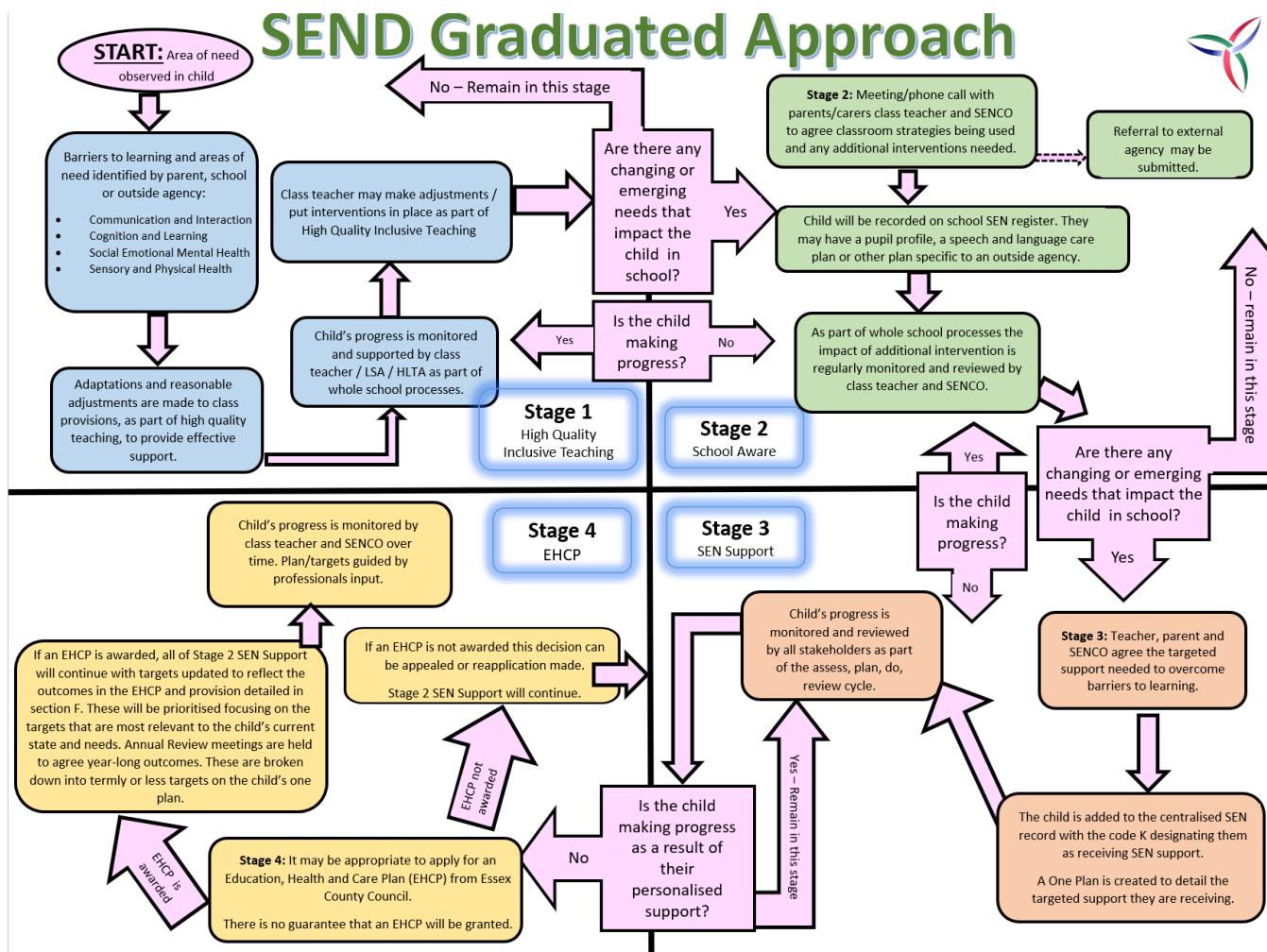
In line with the updated national guidance, **provision and support in our school are driven entirely by the child's presented needs, independent of a formal medical or psychological diagnosis.**

This needs-based approach operates on a two-way principle:

- **No Delay:** We do not wait for a formal diagnosis to put support, interventions, or adaptations in place. A child does not require a label to access targeted or specialist school resources.
- **Diagnosis Does Not Guarantee Provision:** Conversely, a formal diagnosis does not automatically trigger additional support, funding, or specific interventions. Allocation of resources remains strictly dependent on how the child's needs present within the school environment and their day-to-day functional barriers to learning. A child with a diagnosis who faces no functional learning barriers is supported entirely through High Quality Inclusive Teaching, which applies to all students.
- **Focus on Impact:** Support is allocated based on how a child interacts with their environment, curriculum, and peers, rather than a clinical checklist.

Graduated Approach to SEND Support

We follow a graduated response to identify, assess, and support pupils based on their functional needs. At all stages support is fluid and responsive to need. High quality, inclusive teaching which is adapted for individual pupils, is always seen as the first step in responding to pupils who may have SEND. The school may involve specialists at any point for advice regarding identification and/or effective support.



The Graduated Approach Explained:

Stage 1: High Quality Inclusive Teaching (Universal Support)

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. Adaptations and reasonable adjustments are made to class provision to provide effective support for all students, including those with "commonly occurring needs" or diagnoses that do not present a functional learning barrier. The school has a rigorous and regular system, through formal termly Pupil Progress meetings, to identify where pupils are not making expected progress or working below national expectations. Teachers use their professional judgement to carry out regular informal assessments and put in place relevant and timely support. This is achieved through High Quality Inclusive, appropriate adaptive teaching and differentiation (where learning is matched to ability) and in-class support, aimed at meeting the needs of the child and helping them to make progress. At Stage 1, the child may be recorded on the school SEN register and will be making progress as part of universal support available to all. If there are any changing or emerging needs that impact the child in school and/or the child is not making progress, support will move to Stage 2.

Stage 2: School Aware

Teacher, parent and SENCO agree any additional classroom strategies or interventions needed to overcome barriers to learning and/or emotional, social or physical needs. As part of whole school processes the impact of this additional intervention is regularly monitored and reviewed by class teacher and SENCO. The child is recorded as being on the school SEN register and will have a Pupil Profile. They may also have a speech and language care plan or other plan specific to an outside agency and. If there are any changing or emerging needs that impact the child in school and/or the child is not making progress the support will move to Stage 3.

Stage 3: SEN Support

A pupil is placed on SEN Support when there is clear evidence that their needs are persistent and are having an ongoing impact on their progress, attainment or wider development. This decision is made when the support required to meet the child's needs is additional to or different from that normally available to pupils of the same age. Working together, the SENDCo, class teacher, support staff, parent and child (where appropriate) will select appropriate support and intervention strategies to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness or advice from external professionals. This will be delivered by staff with sufficient skills and knowledge. A One Plan is created to detail the targeted support they are receiving based on observed barriers to learning. The child's progress is monitored and reviewed by all stakeholders as part of the 'assess, plan, do, review' cycle. The child is added to the centralised SEN record with the code 'K' designating them as receiving SEN support. One Plans are reviewed termly with parents (and pupils where appropriate) to ensure they remain matched to the child's current needs. One Plan meetings include discussion of the support their child is receiving, progress against outcomes and next steps. These meetings can be more regular if needed depending on the child's individual needs. If the child is not making progress as a result of their personalised support, it may be appropriate to apply for an Education, Health and Care Plan (EHCP) from Essex County Council.

Stage 4: Education, Health and Care Plan (EHCP)

For children with the most severe, long-term, and complex needs involving external health, social care and/or specialist professionals an EHCP can be applied for by parents or school. If an EHCP is awarded, all of Stage 3 SEN Support will continue with targets updated to reflect the outcomes in the EHCP and provision detailed in 'Section F'. These will be prioritised focusing on the targets that are most relevant to the child's current state and needs. Annual Review meetings are held to agree year-long outcomes with targets guided by professionals' input. The Annual Review outcomes are broken down into termly targets on the child's One Plan. If an EHCP is applied for there is no guarantee that one will be awarded. If an EHCP is not agreed, this decision can be appealed, or reapplication made. Stage 2 SEN Support will continue.

Roles and Responsibilities

The Inclusion Lead is the Head of School and is responsible for day-to-day organisation and delegation of support staff. The Inclusion Lead attends and leads staff meetings, whole-school Pupil Progress Meetings and training. The Inclusion Lead has completed SENDCo 1 and SENDCo 2 National SENDCo Accreditation Awards.

The SENDCo works two days per week. The SENDCo role includes working with pupils and staff, liaising with outside agencies and meeting with parents. The SENDCo has completed SENDCo 1 National SENDCo Accreditation, the Advanced SENDCo Accreditation and MEd in Special Educational Needs and Inclusion.

Class teachers are responsible for the daily progress and pastoral care of all pupils, continually monitoring and responding to emerging needs. We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities (SEND). Regular staff liaison is available between 8.15am and 8.45am.

Parents and Carers are recognized as key partners and experts regarding their children, involved at every stage of the needs-led process.

Staff Provision

According to the constraints of the budget, additional resources are allocated annually for special needs support. This includes the deployment of support staff hours. Dedicated staffing for SEND is made up of one SENDCo and a specialist intervention Higher Level Teaching Assistant (HLTA). Learning Support Assistant (LSA) time is used to support children at all stages of need. LSAs are allocated to classes depending on the need of the class and can change year on year.

Support Services Outside School

We work alongside a number of outside agencies who are involved in the assessment and support of children with additional needs. We are able to make direct referrals to some of the services below. Parents can privately consult external specialists e.g. Dyslexia Institute, Speech Therapist and Extended Services. We liaise with these wherever possible with the parents' permission. Where space allows, we will endeavour to accommodate visits by private therapists on-site during school time.

Some examples of services we work with are:

Occupational Therapy

Physiotherapy

Speech & Language Therapy

Educational Psychologist

Wellbeing Support Worker

School Nurse

Essex LA Inclusion Partner

Essex LA Engagement Facilitator

Healthy Family Support Practitioner

Kids Inspire

Exam Access Arrangements

In line with national Standards and Testing Agency (STA) and JCQ regulations, access arrangements for Key Stage 2 National Curriculum Assessments (SATs) are strictly needs-based, not diagnosis-based.

- Normal Way of Working: Access arrangements (such as extra time, a reader, a scribe, or supervised breaks) will only be granted if they reflect the child's persistent, documented **normal** way of working within the classroom.

- Evidence of Need over Diagnosis: A formal clinical diagnosis (e.g., ADHD, Dyslexia, ASD) and/or recommendations within a diagnosis report does not automatically qualify a pupil for exam arrangements. Conversely, a child without any formal diagnosis *can* receive arrangements if the school can provide clear, documented evidence of a functional, day-to-day barrier to learning.
- Prior to the SATs, the Head of School makes the applications for statutory assessment flexibilities to the STA via their standardised forms. The decision to allow access arrangements is made by the STA and communicated back to the school.

Social and Emotional Well Being (please refer to our Mental Health and Well Being Policy)

If a parent has concerns about their child's emotional or social wellbeing, we encourage them to notify the school so we can discuss how to support the family. If the school has concerns, then we will involve the parents/carers as soon as possible. Support is individualised and tailored to the needs and situation of the child. Support that may be implemented in school could include: a buddy system and meet and greet if a child is struggling to come into school in the morning, 'Support Group Approach' to work with children who feel isolated and possibly bullied, a Brilliant Book to support self-esteem. We may refer the child to Jo Cox, our Wellbeing Worker who works in the school for five hours per week offering mentoring and support to focus pupils. If a child's social and emotional need cannot be met by the school's day to day provision, we will seek external advice and in close consultation with the parents/carers. This could involve a referral to a counselling service, such as Kids Inspire or work with the Healthy Families Support Worker.

Criteria for evaluating the success of the policy

Alongside the School Development Plan and the DfE RISE standards/expectations we continue to monitor and make changes in line with the schools needs and changes in legislation.

Individual pupils progress will be evaluated at regular intervals (at least termly). We would judge that 80%+ of the targets set would be a successful outcome. Parental satisfaction is discussed at Governor focus visits, which monitors the SEND provision of the school.

The Local Board discusses SEND each term.

Arrangements for considering complaints

If parents are concerned or are unhappy with the SEND provision, they should:

1. Speak to the class teacher
2. Arrange a meeting with the phase leader (EYFS/KS1 and KS2)
3. Arrange a meeting with the SENDCo
4. Arrange a meeting with the Head of School

If concerns are not met with the above meetings/communication, please follow the MEAAT Concerns and Complaints Procedure.

In-Service training of staff

Whole staff training is provided by the Head of School, SENDCo, Specialist Teachers and other outside agencies e.g. SNAP, Essex CC, CSS, Multi Schools Council and private outside advisors/agencies.

Specific training where possible, is arranged for Learning Support Assistants working with all pupils. Through the Brentwood Collaborative Partnership (BCP) and Educare (our online training provider) regular LSA training is delivered focusing on a wide range of topics.

Parents

We view parents as essential partners in their child's education and invite them to engage with the school community through induction meetings, parents' evenings, and regular events throughout the year (such as 'fabulous finishes,' Macmillan Coffee Mornings, and church services). We ask families to reinforce classroom learning at home by supporting regular reading, spelling, handwriting, project work, and discussion. Attendance is checked and reviewed regularly. For children with a One Plan or EHCP, parents are invited to termly progress reviews with their teacher and/or the SENDCo.

Transition

We have robust transition arrangements for children joining in EYFS including strong links with local pre-schools. For children with a known special educational need we have enhanced transition including additional meetings with their current setting, any outside agencies involved in their support and parents. We may also facilitate additional school visits or other bespoke transition arrangements on an individual basis. We have strong links with secondary schools and pre-schools ensuring closely monitored transition procedures are in place for the child's next step in education.

When a new pupil starts at Shenfield St Mary's mid-year or in a year group other than EYFS, we liaise closely with the parents and the child's previous school and set up a transition timetable that will be suitable for the individual child.

Special Facilities for Access

The school is accessible to all areas at ground floor level. There is no disabled access to the classrooms on the first floor. There is a disabled toilet available.

SEND Governor

The school has a named governor for SEND who holds the SENDCo to account. The SENDCo and link Governor meet on a termly basis to discuss SEND and focus on different aspects of Inclusion e.g. class visits, mental health, progress of certain pupils. The SEND governor writes a report based on their visit that is shared with the Governing Body at their regular meetings.

SEND Information Report

Our SEND Information Report provides details about how we support children and young people with special educational needs and Disability (SEND) in our school and forms part of the Essex County Council local offer.