



SEND and Inclusion Policy

Status: Statutory

Date Approved: May 2025

Review Date: September 2026

Policies are approved and ratified by the Full Governing Body and the approval of policies are recorded within the minutes of the meetings.

Vision



*Encouraging everyone's
light to shine!* Matthew 5:16

All the policies of Essendon C of E Primary School reflect the school's values, vision and aims.

Our Core Values

The school's Going for Gold values underpin the learning behaviours which we aim to develop and nurture. These enable us to ensure that every member of the school community is able to realise the vision.



Mission Statement

It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment that enables all but respects every child as an individual. We are committed to inclusion within the school curriculum and enabling pupil participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to the individual needs, abilities and interests of all pupils. We adopt a whole school approach to Special Educational Needs and Disabilities (SEND), providing high quality first teaching and having high expectations for all pupils. With provision firmly grounded in evidence-based educational research and reflective and collaborate practice, Essendon is committed to ensuring that pupils with SEND fulfil their greatest potential and achieve their most optimal educational outcomes during their time with us, and when they move on in the future ready to let their light shine!

We endeavour to make every reasonable effort to enable maximum inclusion of all pupils whilst meeting individual needs. This policy incorporates the UK SEND Code of Practice (2014) and The Equality Act (2010).

Aims and Objectives of this Policy

- To be an inclusive school valuing high quality first teaching for all learners and enabling pupil participation in all aspects of school life.
- To ensure the identification of pupils requiring SEND provision as early as possible to enable the best educational outcomes.
- To meet the individual needs of pupils with SEND in order to promote their well-being and so that they achieve maximum progress and fulfil their potential.
- To make efficient and effective use of school resources to support pupils with SEND.
- To establish good communication and meaningful partnerships with parents/carers of children with SEND.
- To implement a graduated response to meeting the needs of pupils with SEND using the Assess, Plan, Do, Review (APDR) process.
- To set appropriate individual learning outcomes for pupils with SEND based on prior attainment, high aspirations and the views of the child and their family.
- To share a common vision and understanding of SEND with all stakeholders.
- To facilitate full access to a broad, balanced and relevant curriculum for pupils with SEND.
- To work collaboratively and in partnership with other agencies, where required, to support pupils with SEND.
- To achieve a high level of staff expertise in meeting the needs of pupils with SEND through ongoing CPD.

School Admissions

The admissions procedures for pupils with SEND without an Education Health and Care Plan (EHCP) are the same as for all other students. Please refer to the school's admissions policy for further details.

Applications received by the school from the Local Authority for pupils with SEND with an Education Health and Care Plan (EHCP) are considered on an individual basis against the following criteria:

- Whether the school believes it can meet the identified requirements and needs of the child and;
- Whether admitting the child might be incompatible with the provision of efficient education or the efficient use of resources for all other children.

In line with Equality Act (2010), we will not discriminate against disabled children in respect of admission for a reason related to their disability.

Roles and Responsibilities

Teaching and supporting pupils with SEND is a whole school responsibility requiring a whole school response, strategy and vision.

Governing Body

The Governing Body has a legal duty to ensure that The SEND Code of Practice (2014) is followed.

The Governing Body:

- Work closely with the Principal and Inclusion Lead in determining the strategic development of SEND policy and provision in the school.
- Ensure that funding meets the needs of pupils with SEND.
- Monitor and evaluate the quality and effectiveness of SEND provision across the school.

Essendon has a SEND link Governor, responsible for informing the Governing Body on all aspects of the school's work with SEND pupils.

Principal

The Principal:

- Has overall responsibility for the day to day management of all aspects of the school's work, including the provision for and progress of pupils with special educational needs.
- Must ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Works closely alongside the Inclusion Lead and Governing Body in determining the strategic development of SEND policy and provision in the school.

Inclusion Lead

In conjunction with the Principal and the Governing Body, the Inclusion Lead determines the strategic development of the SEND policy and provision in the school with the ultimate aim of raising the achievement of pupils with SEND.

The key responsibilities of the Inclusion Lead include:

- Assume to roles and responsibilities of the school's SENDCO
- Working with the Principal and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Overseeing the day-to-day operation of the school's SEND policy.
- Monitoring the quality of provision for pupils with SEND.
- Co-ordinating provision for children with SEND (including tracking and monitoring the impact of provision).
- Ensuring staff are kept up to date with changes in legislation and policy.
- Advising on the Graduated Approach to providing SEND support.
- Liaising with, advising, supporting and providing professional guidance to colleagues.
- Contributing to the professional development of staff.
- Maintaining the SEND register and overseeing the records for pupils with SEND
- Liaising with the families of children with SEND (in conjunction with class teachers who are the general first point of contact).
- Being a key point of contact with external agencies.
- Liaising with external agencies including the Local Authority and their support services such as Educational Psychology (EP), Speech, Language, Communication and Autism (SLCNA) Advisory Team, Cognition and Learning Team and the Speech and Language Therapy Service (SALT) teams.
- Liaising with the SEND governor and the governing body – reporting on the day-to-day management of the SEND policy.
- Liaising with the relevant Designated Person where a looked after pupil has SEND.
- Leading the management and deployment of teaching assistants to match provision.

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

The school's Inclusion Lead and Associate Principal responsible for Inclusion is Lesley Brennan who is a member of the Senior Leadership Team, has Qualified Teacher Status and holds the SEND national professional qualification (NPQ).

Teachers

Teachers are responsible and accountable for the progress and development of all the pupils in their class. The role of the teacher involves:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEND.
- Providing high quality first teaching with adaptations, challenge and personalisation to enable pupils to achieve their full potential.
- Ensuring the SEND Policy is in place within their class.
- Collaborating with the Inclusion Lead to ensure pupils with SEND are identified and are making progress.
- Planning for pupils with SEND in their class.
- Liaising with the parents of pupils with SEND and keeping them informed of their progress (at least once a term).
- Liaising with Teaching Assistants about the pupils within their class.

Teaching Assistants

Teaching assistants' responsibilities include:

- Working with individuals or small groups of pupils in the classroom under the direct supervision of teaching staff and providing feedback to the teacher.
- Supporting pupils to understand instructions in order to support independent learning and the inclusion of all pupils.
- Supporting the teacher in behaviour management and keeping pupils on task.
- Supporting pupils in social and emotional well-being, reporting problems to the teacher as appropriate.
- Preparing and clearing up learning environment and resources, including photocopying, filing and the display and presentation of pupils work and contributing to maintaining a safe environment.
- Assisting pupils with eating, dressing and hygiene, as required, whilst encouraging independence.

Identifying and Supporting Pupils with a Special Educational Need and/or Disability

The term Special Educational Needs and Disability (SEND) has a legal definition, which is set out in the Education Act 1996 and the Children and Families Act 2014.

A child or young person has special educational needs where their learning difficulty or disability calls for special educational provision to be made.

A child or young person has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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 provision which is different from or additional to that normally available to children and young people of the same age.

The SEND Code of Practice (2014) sets out four broad areas of special educational need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

In practice, individual children often have needs across more than one of these areas and their needs may change over time.

Communication and Interaction

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 Autism Spectrum Disorder (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

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 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.

Social, Emotional and Mental Health Difficulties

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 hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

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 rehabilitation support. Children and young people with a 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.

Identification of Pupils with SEND

At Essendon, all pupils have access to a broad and balanced curriculum and teachers strive to inspire and motivate all pupils to work to the very best of their ability. High quality first teaching, including careful planning, scaffolding and the use of resources, enables the vast majority of pupils to access the full curriculum and achieve their potential. Class teachers assess pupils' understanding throughout lessons so that they can either challenge pupils further or adapt the lesson if a pupil is having difficulty accessing the learning.

The attainment and progress of all pupils is monitored and reviewed regularly by the class teacher and discussed in pupil progress meetings. Where a pupil is not reaching age related expectations or not making expected progress, additional support will be provided under the guidance of the class teacher. Additional support may also be provided if there is a noticeable change in a pupil's behaviour or concerns are raised by parents/carers or external professionals.

Where a pupil's rate of progress continues to cause concern, despite short term additional support and high quality first teaching, parents will be informed and their consent obtained for the class teacher and Inclusion Lead to work together to carry out further assessments and observations as part of our SEND identification process.

When considering whether a pupil has a special educational need any of the following may apply:

- The pupil makes little or no progress, even when teaching approaches are targeted, particularly in a pupil's identified area of weakness.
- The pupil shows signs of difficulty in developing English or mathematics skills which result in poor attainment.
- The pupil demonstrates persistent emotional or behavioural difficulties which are not improved by appropriate behaviour management strategies.
- The pupil has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class, despite having an individualised behaviour plan.
- The pupil has a communication and/or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.
- The pupil has physical needs that require additional specialist equipment or regular advice or visits by a specialist service.

However, we also recognise that a wide range of other factors in a child's life can impact their progress and achievement at school. Other contributing factors may be, but are not limited to:

- Attendance and punctuality
- English as an Additional Language
- Significant life events

Once identified, pupils with SEND will be added to our SEND register.

Graduated Response

Where a pupil is identified as having SEND, we will take action to support learning by removing barriers and putting special educational provision in place. This will be documented on an Individual Education Plan (IEP). This SEND support will take the form of 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. This is known as a graduated response – Assess, Plan, Do, Review (APDR). The APDR cycle is incorporated into our record keeping and forms the basis of our IEP templates.

Assess – Information is gathered through the use of data, assessment, observations and liaison with previous educational settings. The views of the pupil and their parents/carers are also obtained to gain a thorough understanding of the pupil's needs including both their strengths and their barriers to learning.

Plan – SMART targets are decided upon that are based on the identified priority area of need and address the next steps for the pupils along with the provision required, which is different from or additional to that offered through high quality first teaching.

Do – The agreed provision including strategies, resources and specific interventions, is implemented for a period of time. This is usually over a term but can be over a shorter period in some cases.

Review – The progress the pupil has made in relation to their targets and in response to the support they have received is reviewed and next steps are set. IEPs are generally reviewed three times a year – in October, February and May. Where a pupil has made sufficient progress in their area of need, meaning that they no longer require any additional or different provision, they will no longer be seen as requiring SEN support. At this point, the pupil will be removed from the SEND register and instead will be monitored for a period of time to ensure progress is sustained through high quality first teaching. For others, the APDR cycle will continue and targets, strategies and provision will be revisited and refined. When necessary, with consent from parents, further advice may be sought from external agencies.

External Agencies Support

Essendon is supported by a range of external agencies from whom we can seek advice from or refer pupils to. These include:

- Welwyn and Hatfield Schools Partnership School Family Workers
- SEND Parent/Carer Support Workers
- The School Nursing Service
- NESSie Arts Therapy

- Early Years Transition Support Team
- Educational Psychologists
- The Cognition and Learning Team
- Early Years SEND Team
- Speech, Language, Communication and Autism Team
- Children and Young People's Speech and Language Therapy Service
- Occupational Therapists
- CAMHS (Child and Adult Mental Health Support)
- DSPL5 Behaviour Outreach Service
- Behaviour Support Base – Welwyn Hatfield Hub

Requesting an Education, Health and Care Needs Assessment

The majority of children and young people with SEND will have their needs met within local mainstream schools through SEN support. The school will consider requesting an Education, Health and Care needs assessment from the Local Authority (LA) where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs of the child, the child has not made expected progress. Evidence gathered during termly reviews on IEPs, along with reports from outside agencies supporting the pupil and discussion with parents will determine whether this statutory assessment of needs is required. Parents can also make a request for an Education, Health and Care needs assessment directly.

Education-Health and Care Plans (EHCP)

An EHCP will normally be issued where, after a statutory assessment, the Local Authority considers that the pupil requires provision beyond what the school can offer. However, the school recognises that a request for assessment does not always lead to an EHCP being issued.

An EHCP will include agreed short and long term learning outcomes and required provisions that reflect educational and professional advice obtained during the assessment process. Where a pupil has an EHCP, their school-based IEP will reflect the objectives set out in the EHCP and include the required provisions.

Reviewing an EHCP

EHCPs must be reviewed annually for pupils in Key Stage 1 and Key Stage 2. For children aged below 5 years at the time the plan is issued, this must take place within 6 months. The Inclusion Lead will organise and lead these reviews and all professionals who provide the support outlined in the child's EHCP will be invited along with the class teacher and parents/carers.

The aims of an EHCP review:

- To reflect on the pupil's progress in relation to the outcomes of the EHCP.
- To review and update, where needed, the outcomes.
- To review and update, where needed, the provision (to reflect updated external professional recommendations if any).
- To consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.

- To make any amendments to reflect changes in the pupil's circumstances i.e. health and social care status, external agency involvement and transitions such as a change of setting.

If there is good reason to, EHCP reviews can be held early. Reasons for this may include:

- a significant change to what is written in the EHCP is required (i.e. to reflect new diagnosis)
- the provision in the EHCP is no longer meeting the child's needs
- the child has been excluded from school or is considered to be at risk of exclusion

Within the time limits set out in the SEND Code of Practice (2014), the Inclusion Lead will complete the annual review forms and send them, along with any supporting documentation, to the LA within ten days. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Partnership with parents/carers

The school highly values the contributions of parents/carers and aims to work in partnership with families recognising our unique but complementary responsibilities in supporting the education of our children. Children and their families are at the heart of all that we do at Essendon, and indeed are central to our Assess Plan Do Review (ADPR) process. Parent/carer views are highly valued and we obtain these termly to inform our provision for pupils with SEND. We aim to foster a mutual bond of trust and respect, building a partnership with families that aims to support the child to achieve their full potential.

Parental consent is sought before any additional assessments or external agency referral is made. At Essendon, we take an honest, respectful and transparent approach in our communications with families. We not only communicate needs as they arise, but we also celebrate and share successes. Parents of children with SEND are always welcome to request a phone call or meeting with their child's class teacher and/or the Inclusion Lead.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining pupils' views in promoting the best pupil outcomes.

Pupils' views are welcomed and listened to at any time but are actively sought at least termly during IEP reviews. As well as asking pupils about the progress they feel they have made against their individual targets, we are keen to discover pupils' perceived strengths and interests and how they feel they can be best supported at school as this information can be used to tailor provision where appropriate.

Monitoring and Evaluating SEND Provision

Regular monitoring and provision for all pupils including those with SEND follows the school's monitoring programme. In addition, the APDR cycle ensures that pupils with SEND have their individual provision reviewed at least termly. Class provision maps are used to record the impact of interventions and agreed next steps.

Staff Training and Professional Development

We understand the importance of training our staff in special educational needs, inclusion and disability equality, recognising that teaching and support staff will need regular training to inform practice and ensure high quality provision.

We keep training needs under review to ensure that we have a staff team that are able to meet the specific needs of the pupils in our school.

As well as at least termly SEND focused staff meetings facilitated by the Inclusion Lead, the school takes advantage, where appropriate, of training and support run by the Local Authority or by outside agencies such as the Speech and Language Therapy Service. The Inclusion Lead identifies courses that staff should attend, responding to current identified needs and in order to develop capacity.

The Inclusion Lead attends regular Delivering Specialist Provision Locally (DSPL) SEND briefings and forums to keep updated and feeds back to staff as necessary.

Meeting Medical Needs

In line with The Children and Families Act 2014, we will make arrangements to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of pupils with medical conditions that are complex, long-term or where there is a high risk that emergency intervention will be required.

The school recognises that pupils with medical conditions should have the same opportunities and access to activities (both school based and out-of-school) as other pupils. Some pupils with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

For more information, please refer to our Supporting Pupils with Medical Conditions Policy.

Where pupils have medical needs and SEND, their provision should be planned and delivered in a co-ordinated way. For those children with an EHCP, this will be used as it brings together health and social care needs as well as their SEND provision.

Accessibility Arrangements

At all times and in all areas of school life, every reasonable measure is taken to ensure that each member of our school community is enabled to participate as fully as possible and achieve success and recognition appropriate to their age, understanding and any disability. Through such actions as forward planning and risk assessments, reasonable adjustments are carefully considered and implemented, if required, to enable children with disabilities to thrive as members of our school community. The school is compliant with the Equality Act 2010. There is disabled access to all rooms and areas, disabled toilet facilities and disabled car parking spaces. For more information, please refer to the school's Accessibility Plan.

Transition

A change of school, staff and/or class can be an anxious time for all pupils and we recognise that this can be particularly challenging for some pupils with SEND. Our school has a number of measures in place that support a smooth transfer of all pupils in to the next school year. Additional measures such as transition books, social stories, extra visits to their new classroom and additional

communication from their new teacher are also made available to a pupil if staff or parents feel this would be beneficial.

There is a programme of transition that all Year 6 pupils follow as part of their transfer to secondary school. This includes visits to Essendon from secondary staff, where information is shared, and pupils having the opportunity to visit their new schools. Additional support is put in place for those children for whom it is deemed necessary such as extra visits to the school or an invitation to attend summer school. The Inclusion Lead from both schools will meet to discuss transition arrangements and share information.

Funding and Resources

Funding for SEND in mainstream schools is mainly delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. The school also uses pupil premium funding, where pupils with SEN are eligible.

In a very small percentage of pupils, where the support given through the SEND delegated budget may not be sufficient to enable them to make adequate progress, we may apply for Local High Needs Funding. This process involves the school submitting detailed evidence demonstrating that its actions have been purposeful, relevant and sustained and that the pupil's needs would be considered 'exceptional' in the local area. If successful, additional short term funding will be allocated to meet the needs of the pupil.

For pupils who have an EHCP in place, the EHCP will come with funding. The level of need described in the child's EHCP is used by the LA to identify the amount of funding required in order for the school to be able to deliver the specified provision in the EHCP.

The SEND budget, and any additional funding, is used to employ additional staff to meet the needs of pupils with SEND where necessary, to purchase specialist equipment and resources and to provide specialist training for staff.

Complaints

We strive to do the best for all pupils and parents/carers are warmly encouraged to contact their child's class teacher in the first instance if they have any worries or concerns. Where parents/carers have queries or concerns relating to the provision for pupils with SEND at Essendon, the first point of contact is the Inclusion Lead. Further information about the school's complaints procedure is available on the school website.

Further information regarding SEND can be found on our school website:

- Essendon Primary and Nursery School's SEND Information Report for parents
- Hertfordshire Local Offer <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>