



Policy for Special Education Needs and Disability



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Our SEND policy was rewritten in September 2014 in light of the changes to SEND provision and policy included within the Children and Families Act 2014, and Special Educational Needs Code of Practice: 0 to 25 2014. It is reviewed on an annual basis and was last reviewed in September 2022.

Aims

This policy explains how Stifford Clays Primary School makes provision for pupils with SEN in line with our school ethos and with the current legislative requirements set out in the Special Educational Needs Code of Practice: 0 to 25 (2014), Special Educational Needs and Disability Regulations 2014 and Equality Act 2010.

At Stifford Clays Primary School, we maintain that every child is unique and special. We are committed to ensuring that every child is provided with opportunities and support, within a rich and varied curriculum, in a safe, caring and stimulating environment, which aims to facilitate each child's chance to reach the highest possible standards.

Objectives

- **For staff to identify the needs of pupils with SEND as early as possible.**
This is most effectively done by gathering information from parents, education staff, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified, staff have an obligation to report observations to the SENCO through our Initial SEN Concerns form.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.**
Continuous monitoring of all pupils, including those pupils with SEND, by their teachers will help to ensure all children are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.**
This will be co-ordinated by the SENCO, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for through Pupil Progress Meetings and attendance at SEND review meetings.
- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.**
This includes supporting parents in terms of understanding our SEND procedures and practices and providing regular feedback on their child's progress.
- **To work in partnership with outside agencies when a pupils' needs cannot be met by the school alone.**
Our pupils can receive further support from Education Psychology Service, Speech and Language Therapy service, Occupational Therapy Service, Physiotherapy Service, Hearing Impairment and Visual Impairment support teams, Treetops Outreach and MASH.
- **Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions.**
This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals throughout the year.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice 0-25 2014 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children 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 includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEN definition.

The revised code of practice focuses on meeting these needs in the classroom, and therefore as staff, we must accept that the responsibility for meeting the educational needs of all students in our classroom lies with us:

‘All teachers are teachers of children with special educational needs’ (SEN Code of Practice p.44).

Areas of Special Educational Need

Under the SEN Code of Practice (0-25) 2014, pupils identified as having a special educational need (SEN) will now be considered within one or more of the following categories of need:

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

(Areas of Special Educational Need - See Appendix One for further details)

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Trust Board, Head of School, and SENCO, all members of staff have important responsibilities.

The Trust Board:

The Trust Board endeavours to follow the guidelines as laid down in the SEN Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision
- inform parents/carers when they are making special educational provision for a child
- prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Head of School:

The Head of School has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with special educational needs. They will keep the Trust Board fully informed on Special Educational Needs issues and will work closely with the SENCO.

SENCO:

In collaboration with the Head of School, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children’s needs, and by monitoring the quality of teaching and standards of pupils’ achievements and setting targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- Monitoring relevant SEND CPD for all staff
- Managing LSA team and Pastoral team
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies

- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Head of School to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality first teaching, adapted for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, and review).

A Graduated Response to SEND

All staff have a responsibility for identifying pupils with SEND. Class teachers have the overall responsibility of ensuring that the curriculum will be adapted and delivered in an inclusive way.

Early Identification

We aim to identify pupils with special educational needs as early as possible so that the appropriate support can be put in place to enable them to achieve their potential. All pupils' attainment and achievements are carefully monitored by their teacher who is required to provide high quality teaching and learning opportunities adapted for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Where pupils continue to make inadequate progress despite high quality teaching, the class teacher will inform the SENCO using the appropriate Initial SEN Concerns Form (**see Appendix Two**).

The key trigger for the need for action is evidence that the child is not making **adequate progress** despite high quality support.

Adequate progress can be defined as the follows:

- It closes the attainment gap between the child and their peers.
- It prevents the attainment gap growing wider.
- It is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- It matches or betters the child's previous rate of progress.
- It ensures access to the full curriculum.
- It demonstrates an improvement in self-help, social or personal skills.
- It demonstrates improvements in the child's behaviour.

SEND Support

Where a pupil has been identified as having SEND, we will take action to support effective learning by removing barriers to learning and by putting effective special educational provision in place. 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 what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – **Assess, Plan, Do, Review.**

A graduated approach will be implemented which recognises a child's level of need (See Appendix Three)



Assess:

In identifying a child as needing SEN support the class teacher, working with the SENCO should carry out a clear analysis of the pupil's needs. This should draw on formative and summative assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the pupil will also be gained and any advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. This will be recorded on a pupil's SEN Support Plan.

This analysis will require regular review to ensure that any support and intervention is matched to a child's need; barriers to learning are clearly identified and being challenged, and that the interventions being used are developing and evolving as required. Where external support staffs are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan:

When it is decided to provide a pupil with SEND support, parents/carers will meet with the class teacher and/or SENCO to decide on the interventions and support to be put in place and to agree targets for their child to work towards. This will be recorded on a child's SEN support plan and a copy of this paperwork will be sent home.

All those working with the pupil, including support staff, will be given a copy of a child's SEN support plan so that they are informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do:

The child's class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream

classes. They will work closely with learning support assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will also be provided by the SENCO and Pastoral team (if required).

Review:

Reviewing a child's progress on SEN support will be formally carried out during termly SEN review meetings but should also be informally monitored throughout the term through formative assessment and discussions with staff delivering particular interventions. For children with an Education Health Care Plan, formal reviews will also be held on a termly basis.

The review process will evaluate the impact and quality of the support and interventions. The Class teacher and SENCO will revise the support in light of a pupil's progress and development; they will make any necessary amendments going forward, in consultation with parents and other relevant school staff and/or specialist staff.

Exit criteria:

When a pupil has made sufficient progress in their area of need so that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the school's SEND register.

Accessing specialist support:

If at a review meeting concerns are raised despite the additional support in place, it may be deemed appropriate to seek additional advice or assessments from either the school's Educational Psychologist (EP) and/or other professionals such as EWMHS, Paediatrician, Occupational Therapy service or Speech and Language service.

The triggers for involving specialist agencies are:

- Continues to make little or no progress in specific areas over an extended period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or social difficulty, which results in behaviour that substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour and emotional management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.
- Interventions put in place by the school have had little or no impact on learning or progress.

Referral for an Education Health Care Plan (EHC)

If despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil including the involvement from the school's EP and

other professionals, the child has not made expected progress, the school or parents/carers will consider requesting an Education, Health and Care (EHC) needs assessment. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, class teacher and SENCO.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teacher
- SENCO
- Educational Psychologist (LA)
- Social Care (if appropriate)
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set will form the basis of the profile. A decision will be made by a panel of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via Thurrock's SEND Local Offer:

http://www.askthurrock.org.uk/kb5/thurrock/fis/advice.page?id=I_-R5LvEm0s&familychannel=2676d

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The school will hold an Annual Review meeting to enable the provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Supporting Pupils and Families

We value and acknowledge the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At SCPS we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with their class teacher at least three times a year formally. The SENCO is happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are also encouraged to visit the Thurrock Council Local Offer website:

<http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability), including on their SEN support plan and through pupil voice surveys completed during the year.

These views are welcome at any time but are specifically sought as part of their annual review, as part of their termly review process and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school SEND Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website within our SEND section and is updated annually.

Transition

On admission to our school, the SENCO manages the admission of pupils with SEND to the school through liaison with parents, external agencies and if applicable previous schools/ settings. Information is shared about the needs of the child and the support that will be required. The SENCO will then support the class teacher and other support staff in preparing for the child's admission. This will include ensuring any relevant training needs are met and appropriate paperwork is shared. Additional visits to school may be offered for the parents and child, to supplement any other admissions arrangements for new children to the school.

When children join us from a different school, they are invited to look round the school first and will have the opportunity to meet their child's new class teacher. To help a child settle into our school, their class teacher will also allocate them a peer buddy from their class.

In the summer term, all children spend a morning session with their new class. Teachers and Learning Support Assistants also meet to share information about a child's strengths and areas that they need additional support in, to ensure that there is a consistent approach to meeting their needs. If a child has an EHC plan, parents will be invited to meet their child's new class teacher and Learning Support Assistant towards the end of the summer term. All SEND paperwork and the child's latest provision map and target intervention form is shared with the child's new class teacher to ensure continuity of provision for the child's needs. LSAs who work with the child may also carry out additional transition work involving preparing the child for the changes that are going to take place.

As the year six children prepare to move to secondary school, the SENCO liaises with the children's secondary schools to ensure information regarding their special educational needs is shared. This supports a smooth transition for the next stage in the children's learning journey. Secondary school

SEND staff are invited to visit the children in their primary setting and meetings are often held with primary and secondary staff and parents prior to them starting secondary school.

Accessibility

Many children and young people who have SEND 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”.

SCPS endeavours to meet the requirements of this act by striving to make ‘reasonable adjustments’ to provide access and support for pupils and adults who are disabled including two disabled toilets. We will provide written information in different formats when required for individual purposes. We access any additional equipment required to enable pupils to access the school/curriculum by liaising with the appropriate departments at the Local Authority.

All outside areas and routes into our buildings are wheelchair accessible. Our Accessibility Plan (2018-2021) includes an action plan to improve physical, curriculum and information access at our school. A copy of this is available on our school website.

Social and Emotional well-being and Mental Health

SCPS has a very supportive and nurturing ethos, with a clear commitment to supporting and developing children’s social and emotional needs. All of the children at SCPS are provided with support and guidance in terms of their social and emotional well-being through Personal, Social, Health, Citizenship and Economic Education (PSHCE), Emotional Wellbeing and Mental Health sessions, and Growth Mindset sessions in their classes. We also plan themed weeks throughout the school year aimed to support their social and emotional well-being. For example, Anti-bullying week, Cyber safety, Child Mental Health week.

For children with additional social, emotional and mental health needs we can provide individual or group sessions with a member of our Pastoral team. These sessions may include interventions to help support the social and emotional needs of children for example: mentoring skills, anger management, social stories, counselling. SCPS is committed to meeting the social, emotional and mental health needs of our pupils and have a dedicated Pastoral Team which includes the SENCO, Pastoral manager, Family Support Worker and Behaviour Lead. We also employ the services of a play therapist and a counsellor through Open Door services.

In class, children have access to a wellbeing area, which has a range of resources to support a child in learning to self-regulate to enable them to return to their learning. As a school, we use the Zones of Regulation approach to enable children to ‘check in’ throughout the day using their class Zones of Regulation resources. This enables staff to quickly identify children who may need additional support to help them manage how they are feeling.

Children who are experiencing social and emotional difficulties can be referred to Mrs Fisher by their class teacher. They will then be discussed by the pastoral team and appropriate support put in place for them. Parents will be fully involved in this process to ensure that their views are heard and also that there is a consistent approach in supporting the child from both home and school. Children with significant difficulties who are unable to follow the school behaviour policy will have an individual behaviour plan written for them. For children ‘at risk of exclusion’, a Pastoral Support Plan will be put in place involving parents, school staff and outside agencies when appropriate. When it is identified that a pupil finds a certain time of the school day difficult, interventions will be put into place to support at these times. For example, if a child finds lunch times difficult, they will be allocated support by a member of staff during

that time or may be part of a lunchtime nurture group. Provision will be addressed on an individual basis to ensure a child's social and emotional needs are met. Support can also be accessed from the Schools Mental Health Support Team (MHST) and also the Emotional Wellbeing and Mental Health Support Service (EWMHS).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using their SEND paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

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 also have a disability and where this is the case the school will comply with its duties under the Equality Act 2010.

Allocation of resources

Resources are allocated to support children with identified needs based on their individual needs.

- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes and school.
- Class provision maps are updated termly to show the interventions in place for children
- Provision of resources is also discussed and reviewed at half termly Pupil Progress Meetings with the SENCO and the Head of School or another member of the SLT
- Additional support may take the form of differentiated work in class, support from a Learning Support Assistant (LSA) or Higher Level Teaching Assistant (HLTA) in a focused intervention in a group, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engage in weekly INSET sessions when Quality First Teaching is addressed, including meeting the needs of children with SEND.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Learning Support Assistants are engaged in an ongoing training including developing their skills in meeting the needs of children with SEND as well as other aspects of their role.
- External trainers are brought in to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy and diabetes). Staff are also sent to attend outside training courses when a need is identified
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Interim Funding from the Local Authority while further evidence is gathered to make a request for Education Health Care plan assessment.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

Local Offer

The interventions and support offered at SCPS feeds into the Local Authority local offer. In line with the Children and Families Act (2014) the Local Authority have brought together all of the information on services that support children and young people with SEND in one place. It is a one-stop shop for everything you need to know and every service you might need to access, including:

- Health, such as doctors, nurses and therapists
- Education, such as schools, colleges, nurseries, playgroups and support services
- Social Care

It also covers all of the support groups in the voluntary sector, as well as leisure activities. The aim is to provide all the information families need to make decisions about the best provision required.

SCPS SEND Information Report

As part of the Local Offer, we will ensure that the SEND information is accessible on the school website. The Trust Board have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. **(See Appendix Four for SCPS SEND Information Report).**

Complaints

If a parent is worried and wishes to discuss any concerns relating to their child, the first point of contact should be the child's class teacher. Most concerns can usually be addressed by a meeting between the class teacher and parents to discuss any issues and identify actions to address them.

If there are on-going concerns, specifically relating to a child's special educational needs or disability, a meeting should be requested with the school's SENCO either through the class teacher or via the school office. The SENCO will then arrange a meeting with parents, the class teacher, the child, and other support staff or other professionals if appropriate.

We endeavour to communicate with parents 'face-to-face' to address concerns, however if this is not suitable telephone conversations with the Class Teacher or SENCO can be arranged.

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the head teacher. The Trust Board may be involved if necessary. In case of an unresolved complaint the LA may be involved. Please see the complaints policy on the school website or request a copy from the office for specific details.

Reviewing the policy

This policy will be reviewed on a yearly basis. The next review will take place in September 2023

Appendices

Appendix One – Areas of Special Educational Need

Appendix Two – SEND Initial Concerns Form

Appendix Three – Graduated Approach to SEND

Appendix Four – SCPS SEND Information Report

SCPS SEND Policy – Appendix One

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning:

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SPLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

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.

Cognition and Learning needs include:

- Specific learning difficulties (SPLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

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

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs:

Children 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 because 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 with autism, including Asperger's Syndrome, 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.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs:

Some children require special educational provision because they have a disability and this 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi- sensory impairment (MSI - sometimes referred to as Deaf blind)
- Physical disability (PD).

SEND Policy – Appendix Two

SCPS SEND Concerns Form

Child:	Class:	Date of Birth:
Concerns: Please tick which area(s) of SEN/D is/are of concern for this pupil: <ul style="list-style-type: none">• Cognition and Learning• Social, Emotional and Mental health development• Communication and Interaction• Sensory and/or Physical Needs Please provide brief details of your concerns:		
High Quality First Teaching strategies /interventions already tried and the impact of these:		
HQFT Strategies (Wave 1):	Impact	
Group interventions (Wave 2)	Impact	
Parental views: (including any relevant background information)		

Pupil's views: (strengths and areas of difficulty)

Next steps:

Actions	By whom/ time frame

Class Teacher **Date:**

Parent: **Date:**

Action to be taken by SENCO/class teacher following discussion with SENCO

Actions	By whom/ time frame

SENCO **Date:**

SCPS SEND Policy – Appendix Three

Wave 1 (QFT) and Wave 2

Action	Who is involved?	What is involved?	Next Steps	Resources
<p>Wave 1 - Quality First Teaching – Differentiation</p> <p>(Universal offer for all children – not a SEND offer)</p>	<p>The class teacher is responsible for differentiating work for all the pupils.</p>	<p>The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.</p> <p>Teacher to look at the QFT strategies list and complete for individual child – highlight strategies already tried and note new ones in final column.</p> <p>Teacher to use the effective deployment of LSAs document to identify other ways to provide additional support for identified child at different points in a lesson/during the day.</p>	<p>If after implementing QFT strategies, there is little or no improvement observed (progress is minimal, barriers to learning are still impacting significantly on the child in school), teacher to look at implementing wave 2 group interventions.</p>	<p>Staff Shared Area (R) – SEND Hub:</p> <p>Quality First Teaching resources folder</p> <p>Cognition and Learning resources folder</p> <p>Communication & Interaction resources folder</p> <p>SEMH resources folder</p> <p>Zones of regulation folder</p>
<p>Wave 2 –</p>	<p>The class teacher, with support from their year group lead, identifies appropriate, group interventions.</p>	<p>Teacher to identify, implement and monitor the impact of Wave 2 interventions (group).</p>	<p>Observations carried out in a variety of contexts, which identify a special educational need.</p> <p>Meeting with parents/carers to discuss their child is not making adequate progress and the possible barriers to learning.</p> <p>The teacher responsible for the child informs the SENCO of the concern using the ‘SEND Cause for Concern’ form ensuring that QFT strategies and Wave 2 interventions, and parent and child views are noted.</p>	<p>Assessment progression sheets (English, Abacus, Fine motor skills)</p> <p>Deployment of LSAs folder</p> <p>SEND checklists</p>

Wave 3

Action	Who is involved?	What is involved?	Next Steps	Resources
SEN Support (1)	<p>The child is placed on the SEND register at SEN Support and appropriate interventions are identified. This process involves the class teacher, SENCO, parents and pupil.</p> <p>Parents/carers are fully involved in this process and are provided with copies of their child's SEND paperwork.</p>	<p>Further assessments are carried to ensure the child's special educational needs are fully identified to enable effective support to be put in place</p> <p>Additional and/or different activities/ resources/ interventions are put in place to meet the needs of the pupil. Consider how these can be implemented during different points of a lesson/throughout the day.</p> <p>A SEN Support Plan is created including the views of the child and their parents. This support plan is reviewed and updated three times a year.</p> <p>Targets are identified to help address the child's barriers to learning/additional needs. Suggestions for support at home are considered with the parents/carers and are recorded on the child's SEN support plan. Parent and Pupil views are also recorded on the child's SEN support plan.</p>	<p>Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from external agencies, if not done so already.</p>	<p>Staff Shared Area (R) – SEND Hub:</p> <p>SEND checklists</p> <p>SEND Information for teachers (fact sheets on different areas of SEND)</p> <p>SEND Strategy sheets folder</p> <p>SEND INSET PowerPoints</p> <p>SEND paperwork templates</p>
SEN Support (2)	<p>The SENCO requests advice from an external agency with agreement from the child's parents. The teacher involved delivers the plan of action once this advice has been received.</p>	<p>The child's target and intervention form and provision map is adapted with parents/ carers based on the additional guidance given from external agencies.</p> <p>The advice is implemented in class using the strategies and additional/different resources suggested.</p> <p>The child's progress is monitored carefully by the class teacher and SENCO.</p> <p>Further support from home is considered.</p>	<p>The majority of pupils will make progress with the further advice and intervention. If the targets and strategies do not result in adequate progress all people involved will consider either accessing further advice from external agencies and/or contributing evidence towards a request for EHC plan assessment.</p>	

EHC Plan

Action	Who is involved?	What is involved?	Next Steps	Resources
<p>Education Health Care Plan</p>	<p>The SENCO, class teacher, parents, pupil and other professionals who work with the child (both school and outside agencies) will provide information to be included in an EHC request application.</p> <p>Once the plan has been agreed and written, the class teacher has responsibility for ensuring this plan is implemented on a day to day basis with support from the SENCO and other professionals.</p>	<p>The SENCO, class teacher, parents, pupil and other professionals who work with the child (both school and outside agencies) will provide information to be included an EHC request application.</p> <p>The EHC request application will be completed by the SENCo and submitted to the LA for consideration.</p> <p>If the request is agreed, the SENCO, parents, child, and other professionals involved with the children will work together to produce a proposed plan which then goes back to the LA for further consideration.</p> <p>Once an EHC plan has been given, short-term targets are identified to support the child in working towards their long term aims.</p> <p>This plan is reviewed at regular points throughout the year, with involvement from school staff, parents, the child and other professionals.</p>	<p>If the child makes good progress and their barriers to learning are reduced, at an Annual Review, it may be collectively decided that they no longer require an EHC plan or that their level of support can be reduced.</p> <p>If despite an EHC plan, a child continues to experience difficulties, further assessments/ outside professional support may be requested.</p>	<p>Staff Shared Area (R) – SEND Hub:</p> <p>As above</p>

SCP School Information Report – Special Educational Needs Provision



*Click on the balloons
for more information*



Our aims for children with special educational needs or disabilities

At Stifford Clays Primary School, we maintain that every child is unique and special. We are committed to ensuring that every child is provided with the opportunities and support, within a rich and varied curriculum and safe, caring and stimulating environment, which enables each child's chance to reach the highest possible standards.

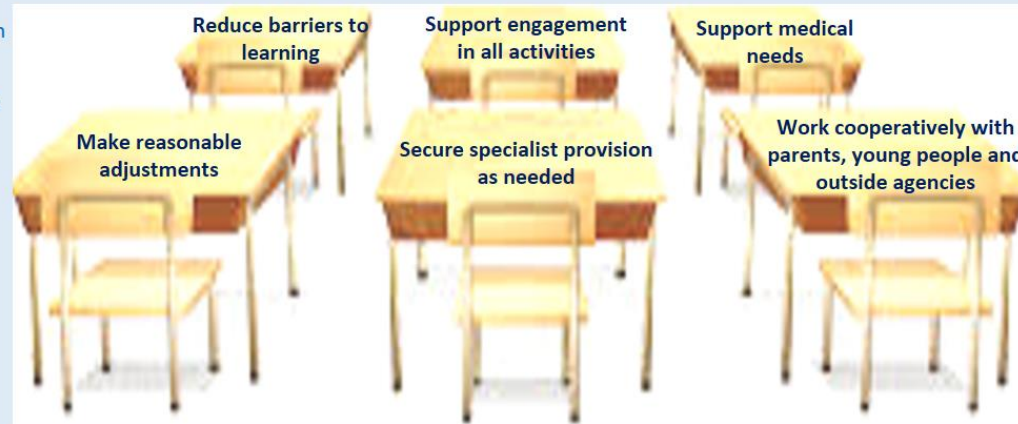
We aim to:

- Raise the aspirations of, and expectations for all pupils with SEND.
- Focus on outcomes for children rather than just on hours of provision.
- Support children to make progress in line with, or exceeding their expectations.
- Encourage children and young people to become more independent in their learning in order to prepare them for life after school.
- Support children and young people to make a successful transition from primary school to secondary school and beyond.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. (SEN Code of Practice, 2014)

*Many children 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*



Objectives:

- For staff seek to identify the needs of pupils with SEND as early as possible.
- To closely monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- To work in partnership with outside agencies when a pupils' needs are unable to be met by the school alone.
- To create a school environment where pupils can contribute to their own learning by offering all pupils the opportunity to have a voice.
- To provide support and advice for all staff working with pupils with special educational needs.

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Identifying Special Educational Needs

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

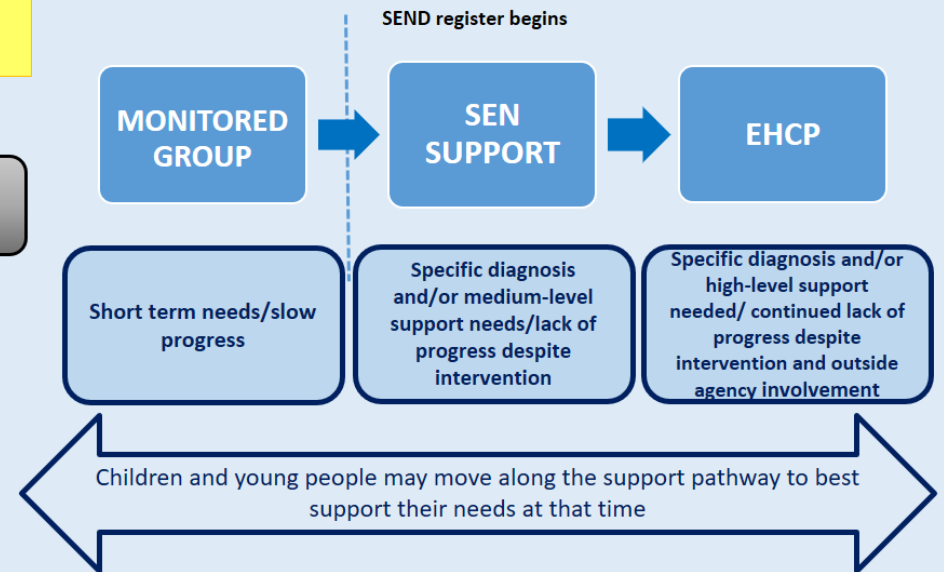
There are four broad areas of need recognised.



Children, or young people, who require teaching or support that is **additional**, or **different**, in order to make progress in line with their peers, are classified as having special educational needs. This may in some cases include a specifically diagnosed condition or disability. Identification may be via transition information from previous schools, via reports from external professionals, or through assessments carried out in school.

Our admission procedures ensure that we are able to identify and consider any specific needs for new children and then we plan the provision required to support those needs. This includes consideration of:

- Physical accessibility and environmental resources
- Accessibility of the curriculum, to include the use of assistive technology
- Inclusion in extra-curricular activities



Cognition and Learning Needs cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), global difficulties, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a some physical disability or sensory impairments.

This includes: dyslexia, dyspraxia, dyscalculia, visual stress.

Speech, Language and Communication Needs present a difficulty in communicating with others. This may be due to difficulty saying what they want to, understanding what is being said, or not understanding the rules of communication.

Includes: Autism Spectrum Needs, ADHD, some physical disabilities, attachment needs.

Children who speak English as an additional language may also benefit from communication support.

Behaviour is seen as an indicator of a possible underlying need. As a school, we will recognise that behaviour is always a communication. We are committed to identifying any behaviour that stems from an underlying need, and will work with each child and their family to support their individual needs.

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Social, emotional and mental health difficulties can manifest 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.

Sensory and/or physical needs include disabilities that prevent or hinder them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. This includes vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). 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.

Support

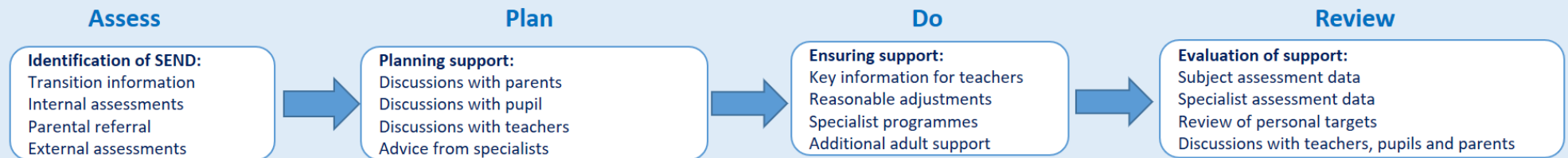
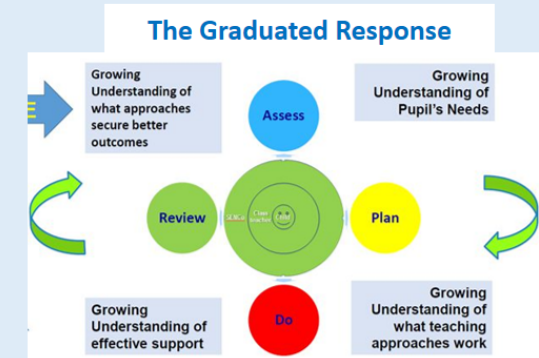
SCP School has an ethos of inclusion. We are committed to ensuring that every child has the opportunity to achieve their best, become confident individuals with fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

Quality First Teaching (QFT) is a measure of effective practice. Our class teachers provide an educational experience that allows for all children, including those with SEND, to make expected progress or better. Teachers assess the needs of all pupils and plan how they will meet their needs in the classroom to allow pupils to support them to make progress. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality first teaching is part of the graduated response cycle of assess, plan, do and review.

There are three broad tiers of support above quality first teaching. This is not a linear model; some pupils with SEND will receive a personalised programme of support that may encompass one or more tiers.

Tier 1 Support from class teacher All pupils with SEND	Tier 2 Support from the SEND team Some pupils with SEND	Tier 3 Support from specialist practitioners Some pupils with SEND
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Support is reviewed at least three times per year; in some cases more frequently. Provision within an Education, Health and Care Plan is discussed and amended as necessary in the Annual Review.



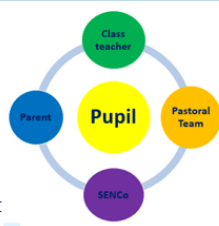
School based support

All students with SEND

- Personalised SEN/EHCP support plan
- Effectively planned lessons
- Reasonable adjustments in lessons to reduce barriers to learning

Some students with SEND

- Specialist equipment or additional adult support
- Small group or individual specialist interventions
- Additional sessions in core subjects like English and Maths



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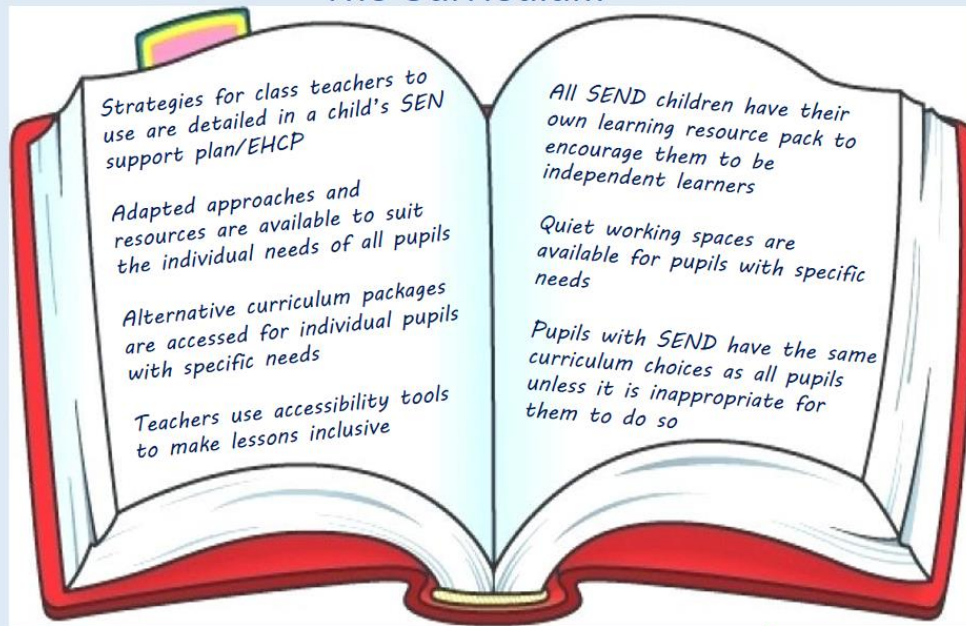
External support

- Thurrock Local Authority SEND Team including Educational Psychology, Schools Wellbeing Team, Schools Mental Health Support Team
- Professionals: Occupational Therapy, Physiotherapy, Hearing Impairment Team, Visual Impairment Team, Treetops Outreach, Beacon Hill Outreach, Paediatrician
- EWMHS – Emotional Wellbeing and Mental Health Support service
- Information, Advice and Support Agency
- Health care (to include school nurse, hospital services)
- Counselling services – Open Door, St Luke's, Play Therapist

Inclusive Education

We welcome pupils of all abilities and backgrounds into our caring and challenging learning environment and through our highly skilled and compassionate team of staff, seek to create an exceptional learning community where everyone can excel.

The Curriculum

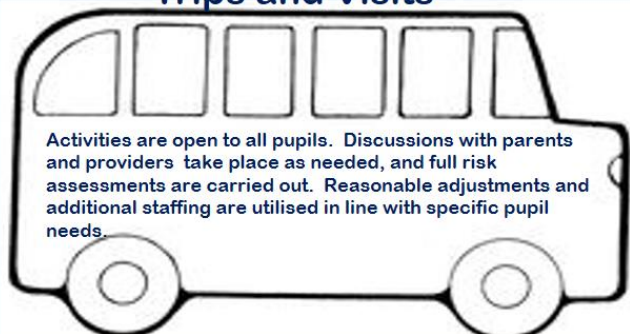


The Building

- Spacious site with wide corridors, main doors and classrooms
- Disabled parking space
- Disabled toilet facilities, including one with a hoist and changing table
- Assistive technology (laptop computers, chromebooks and iPads)
- Managed transitions for pupils if needed

A copy of the accessibility plan is available on the main school website

Trips and Visits



Activities are open to all pupils. Discussions with parents and providers take place as needed, and full risk assessments are carried out. Reasonable adjustments and additional staffing are utilised in line with specific pupil needs.

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SEMH support at our school

At Stifford Clays Primary School we are committed to meeting the individual needs of all children, including supporting them to develop their behavioural, emotional, social and mental health skills. We are an inclusive school and are aware that there are many reasons why a child may be displaying these difficulties in school and so ensure the support they receive will be individualised to meet their needs. We are also committed to working in partnership with parents as we recognise the wealth of information they can share about their children and the positive impact it can have on a child's behaviour if both school and home work closely together.

We have a strong pastoral team which includes the SENCO, Pastoral Manager, Family Support Worker, Behaviour Lead and Behaviour Support staff. We also access counselling through the Open Door service, employ a play therapist to work one day a week with identified children and have developed close links with the Schools Mental Health Support Team who can provide advice and support to parents through a six week support programme around managing their child's anxiety and/or behaviour. As a team we also provide a range of support strategies and interventions to support the children in developing these skills.

The Hub



This is run by Mrs Edmeades, our Behaviour Lead, and Mrs Gaines, Behaviour support.

The children are encouraged to access The Hub if they are feeling upset, worried or angry so that any issues can be dealt with quickly before they become a big problem.

These staff, as well as our Family Support Worker and Behaviour Lead deliver a range of SEMH interventions including Anxiety Gremlins, Lego Therapy, Sand Play, Superboys, Zones of Regulation, and Drawing and Talking.



In classrooms

Every class has a wellbeing area which a child can access when they need to. In this area there are a wide range of resources including emotions and feelings posters and fiddle and calming resources to help a child to self-regulate and then settle back to their learning.

Our classes also have a Zones of Regulation area. The children 'check-in' when they enter class in the morning and after lunchtime. This enables adults to identify any child who is upset/ worried and then promptly provide them with the appropriate support.



Staying Informed

We offer an open door policy and encourage parents to speak to a member of staff straight away if they have any concerns or questions about their child and/or their child's education.

Pupils are assessed in every lesson against the learning objective and their personal targets. Each term, assessment data is formally recorded and tracked, so that pupil progress can be closely monitored. Reports on pupil progress are shared each term either at parents evening or in an end of year detailed report. **The SENCO is also available to speak to parents at parents evening.**

The school regularly texts, emails or contacts parents by phone to discuss any concerns or progress. Praise, rewards and behavioural concerns are logged and can be viewed by parents on request.

SEN Review meetings

All children on our SEND register will have either a SEN support plan or an EHCP termly target plan dependent on if they are on SEN Support or have an EHCP. These documents are reviewed three times a year, in partnership with the child and their parents by the class teacher and/or SENCo.

Annual Review

All children with an EHCP will have an annual review meeting once year. This meeting is arranged by the SENCO, who will invite the parents, child and other professionals who are supporting the child. The annual review meeting is an opportunity to share progress and areas for development whilst updating the EHCP plan.

Pupil Views

Pupil views are gained at each review point. For children who are unable to share their views with us, we will use photographs and observations to inform us on what things they like to do in school. Pupil views about what is important to them are recorded on their SEN Support plan or EHCP.

We are proud of the strong partnerships we have created with parents, pupils and the community and place a high value on the comments and feedback that they provide in helping us to improve the school even further.

Other sources of information (available via our website, or through the link provided):

Accessibility plan – this outlines our school's ongoing commitment to improve the physical environment of the school so that pupils with special educational needs or disabilities are able to full access the educational curriculum, school facilities and our wider curriculum provision

SEN Policy – this provides further information about our aims for supporting pupils with special educational needs and disabilities.

Supporting Pupils with Medical Conditions Policy – this outlines the procedures in place for pupils who require a care plan and care provision to be made.

SEND guide for parents - this is a government document outlining information for parents around special educational needs and disabilities.

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

SEND Code of Practice: 0-25 years this is the formal document that provides all educational providers with guidance on statutory provision.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Thurrock Local Offer

<http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

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If you wish to meet to discuss your child's progress further, then you can email, call or arrange an appointment to meet with:

- The SENCO
- Class Teacher
- Member of the Pastoral Team

Transition Support

Please note: for students with an Education Health and Care Plan transferring from another authority, Thurrock Local Authority may choose to carry out a new needs assessment before confirming the details of the EHCP.

From nursery/playgroup – starting school

- Reception teachers will visit nurseries/playgroups and/or attend home visits/meet families virtually prior to them starting school
- In the Summer term, prior to the children starting reception, parents and their child are invited to attend settling sessions to meet the teacher and familiarise themselves with the setting.
- At the beginning of the Autumn term, children are offered additional settling sessions prior to starting fulltime in the second week of term. Children with special educational needs may have a slower transition into fulltime school if deemed appropriate through discussions with parents, class teacher and SENCo.
- Key paperwork regarding pupils' special educational needs, as well as current Education Health and Care Plans will also be transferred (as agreed through transfer review) and shared with the class teacher and assigned adult supporting the child.

From Other Schools

For pupils who join the school at other points, parents will be invited to meet with the Assistant Head and Pastoral Lead as part of the induction process to discuss their child's needs
Tours of the school are arranged as part of this process. Additional information will be sought from the child's previous school to ensure that the right support and resources are provided as soon as they start our school.



Moving up to their new class

Extra class visits will be planned to allow children to get to know their new class and classroom environment.
A transition booklet will be created and shared with the child in school, with a copy also being sent home.
All children attend a morning transition session in their new class during the end of the summer term.
Class teachers and one to one adults provide detailed information which is shared with the new class teacher and LSA.
Parents are given an opportunity to meet with their child's new class teacher prior to them starting in September.

Moving to secondary school/new school

Class teachers will discuss and share information with a child's new school.
The SENCO will hold additional meetings with secondary schools to share information regarding a child's SEN to ensure key information is shared prior to them starting.
All SEN paperwork is passed on to a child's new school in a timely manner.
In year 6, we also arrange to take identified children to visit William Edwards School prior to their transition week.
The SENCO will also attend a meeting with parents to share information with their child's new SENCo.

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Who to contact in school and in the Local Community

Please call the office on 01375373866 and ask to speak to one of the members of staff below:



AHT/SENCO
Mrs Fisher

Behaviour Team
Mrs Edmeades &
Mrs Gaines

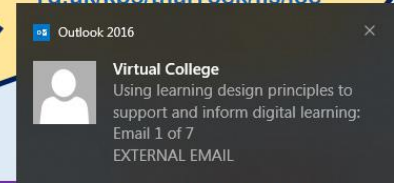
Family Support Worker
Ms Hinz

Pastoral Lead
Mrs Millin

Thurrock SEN Team
01375 652555

PATT
(Parent Advisory Team
Thurrock)
07702 127 252

Thurrock Local Offer
<http://www.askthurrock.org.uk/kb5/thurrock/fis/loc>



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