



Special Educational Needs and Disability Policy

Debden C of E Primary Academy

Reviewed by: Claudia Cope

September 2026

Shared with staff:

September 2026

Shared with Governors:

September 2026

Review date:

September 2027

INTENT:

We believe that all children, whatever their abilities, should have the best possible access to a broad and balanced education. Our curriculum promotes the spiritual, cultural, intellectual, moral, mental physical, health and social well-being of each child. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability, or aptitude. Our curriculum should engage, inspire and challenge pupils with Special Educational Needs and Disabilities (SEND), equipping them with the knowledge and skills needed to develop into resilient and increasingly independent learners who can fully participate. Additional special provision for individuals with SEND is provided where appropriate. Our school values underpin all aspects of school life. They are; compassion, respect, aspiration, endurance, wisdom and creativity.

During their school life, many children will encounter some difficulty in learning and we hope to address those needs through effective teaching, planning, close monitoring and assessment. We aim to

- Ensure all pupils have access to a broad and balanced curriculum, including extra curriculum activities, within the context of a caring Christian community.
- Provide a differentiated curriculum appropriate to each individual's needs and ability.
- Identify all pupils requiring SEND provision as early as possible in their school career.
- Make all school activities fully inclusive for pupils with SEND .
- Fully involve parents of children with SEND in their child's education.
- Create an environment where pupils can contribute to their own learning, where they feel safe and listened to.
- Provide support and advice to all staff working with children with SEND.

Additional information about the implementation of this policy can be found on our website in the SEND Information Report. This is a report detailing all the services, interventions and provision provided for children with SEND at Debden Primary Academy. It will be useful to read the School Information Report alongside this policy (to be replaced by Inclusion strategy when published).

Both of these documents aim to:

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

The policy is based on the statutory *Special Educational Needs and Disability (SEND) Code of Practice* and the following legislation:

- *Part 3 of the Children and Families Act 2014*, which sets out schools' responsibilities for pupils with SEN and disabilities
- *The Special Educational Needs and Disability Regulations 2014*, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

DEFINITION OF SEND:

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas according to the Code of Practice 2014. Pupils can have needs that cut across more than 1 area, and their needs may change over time. While the four categories of needs, as stated above, broadly identify the aspects of the primary needs of children in our school, we identify the needs of the whole child, which will not just include the special educational needs of the child.

As recommended by the Code of Practice, pupils receive support as part of a graduated response to their needs. This is detailed further in the School Information report (to be replaced by Inclusion Strategy when published). In practice, this follows a four-part cycle of Assess, Plan, Do and Review. Progress should be reviewed termly to provide an opportunity to acknowledge what is working well

and highlight what needs to be different, to build into next step targets. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	N.B These will change to Areas of Development when the SEND Code of Practice is updated
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.
-------------------------	--

ROLES AND RESPONSIBILITIES

SENDCo

The SENDCo is Ms Claudia Cope and her responsibilities include:

- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Responsibility for the preparation of Annual Review documents and leading Annual Review meetings, working in collaboration with staff, children, parents and, if appropriate, external specialists;
- Maintain the schools SEND register and contribute to and manage the records of children with special educational needs;
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- Advising on the graduated approach to providing SEND support as well as maintaining resources and a range of teaching materials to allow appropriate provision to be made;
- Carry out the cycle of Performance Management reviews (PMRs) for support staff who work with a named child or probation meetings for new support staff who work with a named child;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Keep abreast of school-based assessments and complete documentation required by outside agencies and the local authority e.g. request for statutory assessment;
- Make referrals for specialist support in liaison with class teachers;
- Being the point of contact for external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

SEND Governor

The SEND governor is Isobel Tunnecliff and responsibilities include:

- Helping to raise awareness of SEND issues at governing board meetings;
- Monitoring the quality and effectiveness of SEND and disability provision within the school and updating the governing board;
- Working with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow the SEND policy.

Support Staff

Our school is inclusive, and teachers have a responsibility to educate every child, including those with SEND. Every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the pupil, parents, SENCo and outside agencies. Where appropriate, training will be sought and attended.

Pupils

All pupils should access the curriculum at an appropriate level and be supported to produce work to the best of their abilities. All pupils should have their views and wishes sought on a regular basis, for example, for One Plan reviews and in advance of Annual Review meetings.

We value the role of parents in the development of their child and seek to involve parents in all decisions about their child. Parent views are sought at all stages of assessment and provision. They should work closely with the school through review meetings and through their input to their child's One Plan and Annual Review meetings.

The designated teacher for children protection is the Headteacher, Mrs Sarah Bailey and in her absence, Deputy Headteacher, Ms Julia Bacon or Mrs Rebecca Adams. The member of staff responsible for managing pupil premium and looked after children funding is the Headteacher. The Designated Teacher responsible for the provision made for looked after children (LAC) and previously looked after children (PLAC) is the headteacher.

IDENTIFYING SEND

Identifying pupils with SEND and assessing their needs

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

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

The school takes into account other areas which may impact on progress and attainment such as attendance and punctuality, being in receipt of pupil premium, English as an additional language (EAL) and being a looked-after child (LAC) or previously looked-after child (PLAC).

In extreme cases, where the school is unable to meet a child's needs or is not the correct setting for a child, the parent and local authority will be informed and the correct provision or provider sought.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil should be placed on a One Plan or if we would like to refer them to external agencies.

PROVISION FOR PUPILS WITH SEND

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. All children will receive High Quality Teaching (HQT) which includes following the Education Endowment Foundation's (EEF) '5 a day' principles. This is the foundation of all teaching, assessment and intervention for all pupils in our school. With HQT in place in all classes, it is likely that fewer children will need additional education provision. This may take the form of differentiated activities or extra support, e.g. reading, maths, and this support will be recorded on the Class Waves Overviews, where the child's progress can be monitored and reviewed. If the child does not make adequate progress, in spite of good quality and personalised teaching, the class teacher will seek support from

the SENCo and will meet with parents to consider placing the child on the school's Special Needs Register or the school's SEND Monitoring Register. Where parents have sought a private diagnosis and have concerns around behaviours which are not seen in school, the class teacher may also request to put children on the Monitoring Register.

We also provide the following interventions which build on HQT where a pupil may need more input and advice:

Spelling Precision Teaching

Maths Precision Teaching

Bug Club Phonics

Paired Reading

Elkan Speech and Language

Learning Mentoring

Times Table Rockstars/ Numbots

Sensory Circuits

Expertise and training of staff

At Debden Primary Academy, there are 11 Learning Support Assistants that have been trained to deliver specific interventions. Training and CPD is delivered by Educational Psychologists, Inclusion partners, the SENDCo and also external agencies; such as Speech and Language.

Learning Support Assistants will support pupils on a 1:1 basis when there is a child who has an EHCP and will receive relevant training to support their needs.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review** to form children's One Plans.

The class or subject teacher will work closely with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

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

Progress of the child's targets and provision will be assessed three times a year. This takes place in a meeting with the class teacher, parents and any relevant external agencies. Feedback will be delivered to all staff who work with the pupil, so that they are aware of their needs, the

outcomes sought, the support provided, and any teaching strategies or approaches that are required. If the child makes the required progress as a result of the additional support, the teacher may recommend removal from the SEND Register.

Where there are significant needs and the child's learning is a cause for concern, even after a cycle of three One Plans, this could mean a recommendation for statutory assessment for an Educational Health and Care Plan (EHC Plan). This would involve input from outside agencies, e.g. educational psychologist.

Annual Review of an EHC Plan

All EHC Plans must be reviewed at least annually with parents, the pupil (where appropriate), the class teacher, support staff, the SENCo, the local authority and any outside agencies that are working with the child. This review should focus on what is working well and what needs to be done to remove barriers to learning.

Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Transition meetings will take place between teachers/LSAs when a child changes class to share data and good practice experiences in the classroom. We also encourage the parents to meet with the new teacher/LSA to discuss home life and any relevant/important meetings that may be coming up. The child will complete a One-Page profile to tell the new staff about their likes/dislikes and interests.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 2 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- 3 x One Plan meetings per year
- Holding annual reviews for pupils with EHC plans

EXTRA-CURRICULAR ACTIVITIES

Where possible, we make all of our internally-run extra-curricular activities and school visits available to all our pupils;

All pupils are encouraged to go on our residential trip(s);

All pupils are encouraged to take part in sports day/school plays/school trips/forest school;

Unless there is a severe physical risk of harm, we do not exclude children from partaking in offsite activities;

Admissions would never be determined by whether a child has a disability or EHCP;
The main school is all on one level and the one place that has steps includes a stair lift.

WORKING WITH OTHER AGENCIES

- Termly meetings with the Educational Psychologist and Inclusion Partner.
- Agencies are invited to a child's annual review.
- All reports completed by external agencies are added to the child's one plan/EHCP and sent to parents.

COMPLAINTS

Complaints about SEND provision in our school should firstly be made to the class teacher and then to the SENDCo/Headteacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

CONTACT DETAILS

Contact details for raising concerns

Any complaints or concerns should be addressed in writing to the Debden Admin email address: admin@debden.essex.sch.uk. The correspondence should be sent for the attention of both the Headteacher (Mrs Sarah Bailey) and the school SENDCO (Mrs Claudia Cope).

Should your concern not be dealt with satisfactorily by our school leadership team, please forward your concern to Mr Tom Caster – our Chair of Governors. His email address is tcaster@debden.essex.sch.uk

Contact details of support services for parents of pupils with SEN

Contact the Essex SEND Information Advice and Support (IAS) Service for free and impartial advice on SEND. They can help with everything to do with special educational needs and disabilities.
email: send.iass@essex.gov.uk. call 0333 013 8913.

THE LOCAL AUTHORITY OFFER

Our local authority's local offer is published here: <http://www.essexlocaloffer.org.uk/> Admission

All children with SEND are afforded the same rights as other children in terms of their admission to school. However, children who have undergone a statutory Assessment and are having their needs met through the provision of an Education Health Care plan, are given priority as part of the authority's school admissions procedures.

LINKS WITH OTHER POLICIES

This policy links to the following policies:

- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Medical Policy