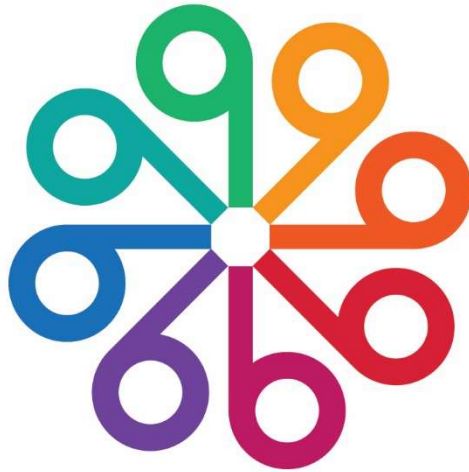




**Burnham on Crouch
Primary School**

Connected to our world

Special Educational Needs and Disabilities Policy

Staff consulted: Aut25

Ratified by the Governing Body: Aut25

Review date: Aut26

Burnham-on-Crouch Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our Child Protection Policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND Policy is linked to our Behaviour & Relationships and Medical Policies.

Burnham-on-Crouch Primary School has a SEND Information Report which is available on the school website – this has links to the Local Offer for parents and children with SEN and disabilities.

This SEND policy is written to comply with the 2014 Children and Families Act and the SEN Code of Practice, together with the Equality Act 2010.

Enquiries about an individual child's progress should be addressed at first to the Class Teacher since he or she is the person who knows the child best. Other enquiries can be addressed to the SENDCos:

Fiona Goodbrand – EYFS & KS1
Lianne Steventon-Kiy – KS2 (Monday – Wednesday)

Please make an appointment with the school office if you wish to speak to one of the SENDCos.

From September 2014, no more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC plans) which can be used to support children from birth to 25 years.

School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs and Disabilities Support' (SEND Support). All children are closely monitored, and their progress tracked each term. Those at SEND Support are additionally tracked by the SENDCos.

There are four broad categories of SEND:

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

We have children in all these categories of SEND.

We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child, through a person centred approach. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

Definition of Special Educational Needs and Disabilities

As stated in the SEND Code of Practice:

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 or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND at Burnham-on-Crouch Primary School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Around 14% of our children are either at SEND support or have EHC Plans (Education, Health and Care Plans).

Types of SEND that we currently have in school, during 2025-2026, include children with a diagnosis, as well as those with learning profiles consistent with a diagnosis:

Communication and Interaction

Speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD)

Cognition and Learning

Dyslexia, dyspraxia, dyscalculia, moderate learning difficulties, global developmental delay

Social, Emotional and Mental Health

ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties, anxiety

Sensory and/or Physical

Hearing impairment, sensory processing difficulties

Medical Needs

STARS, allergies at risk of anaphylaxis, spina bifida, NFI, cystic fibrosis

Identifying children at SEND Support

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at half termly intervals. Where children are identified as not making progress, in spite of Quality First Teaching, they are discussed with the SENDCos and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the SEND Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND Support on our SEND register.

The SENDCos are qualified to undertake a range of standardised tests with children. They can use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify Special Educational Needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD or some other form of learning disability.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (which take place in the Autumn and Spring Terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the SENDCos and Class Teacher will invite the parents to a one planning meeting to:

- formally let them know that their child is being placed at SEND Support
- discuss assessments that have been completed
- agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents – and children – are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

If a child has an EHC Plan, an annual review of their plan will also take place to discuss the child's progress.

SEND - Steps to Success

Teachers are responsible for all SEND children in their class and will work towards the realisation of the school vision for SEND by:

- Following the SEND procedures set by the school.
- Ensuring that children have their strengths recognised and valued and their weaknesses supported, whether these are social, behavioural, physical, medical, emotional or academic.
- Ensuring work is differentiated appropriately and given to all staff working with the child.
- Ensuring all SEND information is up to date and stored securely and follows professionals' guidance – One Plans and notes to be dated.
- Setting outcomes (targets) before the One Planning meetings, then giving a copy to parent/s and uploading it onto Staffpool.
- Ensuring that all One Plans are organised for relevant children and are on Staffpool.

- Working with the EHCP children regularly during the week.
- Working with lower ability groups regularly during the week – these vulnerable children need the most teacher time.
- Developing expertise in using inclusive teaching strategies.
- Developing the resources available within school and creating new ones where necessary.

Paperwork for children at SEND Support

Once a child has been identified as needing SEND Support, the following paperwork is completed:

- Annually, a one-page-profile is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their Class Teacher. The information may be updated during the year.
- Termly, a One Plan is produced depending on the level of need (like an Individual learning plan) and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 support or in a small group interventions) put in place to enable the child to achieve these targets.
- Class Teachers, with the support of LSAs, keep a record of progress made towards each of the targets.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEND Support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The normal resources school provide do not meet the needs of the individual child.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC needs assessment is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the

child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA might produce an EHC plan which will record the decisions made at the meeting.

The EHC process

- School and parents agree on an EHC needs assessment.
- A request will be made to the Local Authority.
- The LA will decide whether to carry out an EHC assessment.
- If agreed, the assessment is carried out, involving input from education, health, and social care services to gather evidence about the child's needs.
- The LA compiles all the information gathered into a Needs Assessment Report (NAR).
- A panel reviews the NAR to decide if an EHC plan is required. They will also determine the funding band based on the required provision.
- If the decision is to issue a plan, a draft EHC plan is created and sent to the family and young person.
- The family and young person review the draft plan, suggest changes, and express their preference for an educational placement.
- The LA consults with the preferred educational setting, and potentially other suitable settings, to determine if they can meet the needs outlined in the draft EHC plan.
- Once any disagreements are resolved, the LA issues the final EHC Plan, naming the specific educational placement in Section I.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND are entitled to be taught by their Class Teacher, not always by a Learning Support Assistant (LSA). Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on the SEND Information Report.

When considering an intervention, we look first at the child's profile of learning in order to select the intervention which is best matched to the child.

Targets for children at SEND Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the Class Teacher - who monitors progress towards the targets during the intervention - and by the SENDCos who monitor overall progress after the intervention.

- Interventions are planned in varied blocks.
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.
- The SENDCos monitor interventions to identify 'what works'.

Adaptations to the Curriculum Teaching and Learning Environment

Burnham-on-Crouch Primary School is disability friendly. The school is on one level, the corridors are wide and we have two easy access toilets. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. The majority of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. For children who are unable to access the full National Curriculum, an alternative provision is provided. As part of normal class adaptive teaching, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All SENDCo's must complete the National Award for SEN Coordination. All of our teachers are trained to work with children with SEND. Teachers have access to advice, information, resources and training to enable them to teach all children effectively. We offer

training and self-help opportunities through in house and Local Authority courses, provision of books or guidance towards useful websites.

Some of our LSAs have specific training which helps them to support children with communication difficulties. Other LSAs and HLTAs (Higher Level Teaching Assistants) have expertise and training on other areas or specific interventions. All LSAs work with children with SEND.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to gain additional expertise from the local authority. This includes access to Educational Psychologists and Inclusion Partners.

Children with Social, Emotional and Mental Health Needs

Behaviour is not classified as a special educational need. If a child shows consistent unhelpful behaviours, the Class Teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) our Child and Family Support Worker - Jeanette Evans - will work through these with the family and the child, sometimes with the support of social services.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS. If the child is felt to have long-term social, emotional or mental health needs (e.g. for example with anger management) the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained LSAs or our Child and Family Support Worker who develop good, trusting relationships with the children. We can also refer parents to the Mental Health Support Team (MHST).

All children's behaviour is responded to consistently in line with our Behaviour & Relationships Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with all children involved to improve their social skills.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from nursery settings - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new Class Teacher.
- Additional visits to the classroom environment in order to identify where the toilets are, where the lockers are etc.

- Opportunities to take photographs of key people and places in order to make a transition booklet.

Transition to Secondary School

Transition reviews for Year 6 pupils with an EHCP are held, where possible, in the Summer Term of Year 5 or the Autumn Term of Year 6. The Secondary School SENDCo (where appropriate) is invited to Annual Reviews/One Plan meetings and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Governors

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the SEND Code of Practice.

The Governor with particular responsibility for SEND is Mary Ann Munford. This Governor meets with the SENDCos at least termly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's Complaints Policy.

Essex's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Essex's Local Offer is available from the website: <http://www.essexlocaloffer.org.uk/>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).