



North Primary School & Nursery

POLICY DOCUMENT

**Special Educational Needs and Disability Policy
(SEND)**

Policy Reviewed: September 2025

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Aims of this policy

The aims of our special educational needs and disability policy and practice in this school are:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a personalised curriculum appropriate to the individual's needs and ability, where applicable.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the building and all aspects of school life for all.
- To ensure that children with special educational needs and/or disabilities (SEND) take part in school activities alongside their peers.
- To work closely with parents/carers and pupils, actively inviting their views and participation.
- To work closely with the Local Authority and other outside agencies, to ensure that there is a joined-up approach to meeting the needs of all vulnerable learners.

The aims of North Primary School are guided by the [Special Educational Needs and Disability Code of Practice 0-25](#) and link with those values derived from Essex Local Authority.

Definition of Special Educational Needs (SEN) and disability

Definitions of Special Educational Needs are taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

Having a special educational need is only one reason why a child may fall behind with learning, so not every child who is falling behind necessarily has SEN. There may be other explanations to consider such as English being a second language, or they have a history of persistent absence.

At North we provide support for children with a range of special educational needs. Special educational needs could mean that a child experiences difficulties in:

- ~ **Communication and Interaction** - In expressing themselves or understanding what others are communicating to them
- ~ **Cognition and Learning** - In acquiring basic skills in school
- ~ **Social and Emotional Mental Health** - Making friends, or relating to adults, or behaving appropriately in school
- ~ **Sensory and/or Physical** - Such as a hearing or visual impairment, which might affect them in school, medical or health condition which may slow down a child's progress and/or involves treatment that affects their education.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities.

How we identify the need for extra help

At North Primary School we have adopted a whole-school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy.

Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of school life. Where this is not appropriate for the child, the SENCo will meet with teaching staff and parents/carers to discuss this and the individual support arrangements in place.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessments

Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision. Early identification of pupils with SEN is a priority.

The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observations/ assessments.
- Evidence from EYFS assessments in accordance with the '[Statutory framework for the early years foundation stage](#)'.
- Pupil performance in National Curriculum subjects judged against assessment requirements.
- Pupil progress in relation to the National Curriculum objectives in English and Math.
- Use of recommended standardized assessments to support in identifying pupils' needs
- Use of Speech and/or Language assessments to help inform and assess speech and language development.
- Outside Agencies- advice may be sought if more accurate assessments are required within an area of need.

SEND Monitoring

Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments may be made to determine if further intervention is required.

High Quality Teaching

In Essex there are a common set of expectations about the provision and practice that is expected in all mainstream schools for all children and young people with SEND. This is known as 'Ordinarily Available' provision and includes adjustments that a class teacher would make to better support a pupil, based on their individual needs.

SEND Support

Where it is determined that a pupil does have SEN, parents/carers will be invited to a meeting to discuss this. The aim of identifying a pupil with SEN is to help school ensure that effective provision is put in place and, so remove barriers to learning.

There are two levels of SEN support, this being 'SEN support' and support provided to a pupil through an Education, Health and Care Plan (EHCP) .

SEN support is initiated when a child or young person has received high quality teaching but has not made expected progress and requires additional support in school.

We implement a system referred to as 'One Planning' which is a graduated approach (assess, plan, do, review) carried out in a person-centred way. A 'One Plan' is the written record of this process.

Assess

This involves clearly analysing the pupil's need using various assessment tools, as well as the views and experience of the pupil and parents/carers. Assessments help to promote the identification of strengths as well as identifying barriers to learning. Identifying strengths is key to supporting pupils to affect change for themselves.

Plan

Planning will involve a conversation between the pupil, educators and parents/carers to agree the adjustments/interventions. This conversation will be recorded in the form of a 'One Plan' document which will be shared with staff, parents/carers and the pupil.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility, even where the interventions may involve group or one to one teaching, away from the main class teacher. They will work closely with learning support assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENCo will support with further assessment of the pupil's strengths and areas of need, as required

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, which cannot be met from the resources usually available at school, they may be referred to the Local Authority for an Education, Health, Care Needs Assessment (EHCNA). A decision to make a referral for an Education, Health and Care Needs Assessment will be taken at a progress review, in consultation with parents.

If the referral is accepted, Essex Local Authority will appoint an Educational Psychologist to carry out the assessment. It is this assessment which is used to determine whether or not the child is eligible for an EHC Plan.

Further information about EHC Plans can be found via the Essex Local Offer website <https://send.essex.gov.uk/>

An EHC Plan will replace a One Plan if issued. However, it will carry out the same function of the graduated approach in a person-centred way.

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

English as an Additional Language (EAL)

For those pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Resources

The SENCo, SMT and Governing Body ensures that resources are allocated to support appropriate provision for all pupils, within budget constraints.

The budget is regularly reviewed and the school ensures all money for SEN pupils is allocated accordingly.

Support resources include the deployment of an LSA, access to additional resources/materials to aid teaching and learning, access to additional resources/materials to help meet the needs of targeted pupils, according to priorities identified as part of the One Planning process.

Partnership with Parents/Carers

North Primary School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEN to achieve their full potential.

We recognise that parents/carers have a unique overview of the child's needs, and that this gives them a key role in the partnership. Our primary aim is to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed.
- Working effectively with all other agencies supporting children and their parents/carers.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements. Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.

Key Staff

The SEND team of the school is:

Head Teacher: Mr Alan Garnett

Contact number: 01206 574225 Email address: admin@north.essex.sch.uk

SENCo: Mrs Tracy Zoltan

Contact number: 01206 574225 Email address: zoltan@north.essex.sch.uk

Governor: Mrs Jan Blackwell

Parents/carers may contact the SENCO, Head Teacher or Governor directly, usually through the School Office.

Roles and Responsibilities

The role of the SENCO

The SENCo plays a crucial role in the school's SEN provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with, and giving advice to, fellow teachers
- Arranging and leading termly 'Assess, plan, do, review' meetings for pupils with complex needs.
- Managing Learning Support Assistants
- Overseeing pupils' SEN records
- Liaising with parents/carers
- Making a contribution to INSET and other professional development opportunities
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.

The role of the Governing Body:

The Governing Body's responsibilities to pupils with SEND include:

- Determine general policy and approach to provision for children with SEND and Disabilities.
- Approve staffing and funding arrangements.
- Maintain a general oversight of the school's work.
- The Governors monitor the School Development Plan which incorporates the Equalities Policy Action Plan, and the Special education needs Action plan

The role of the Head Teacher

The Head Teacher's responsibilities include:

- Oversees the management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCo

The role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCo to decide the action required to assist the pupil to progress
- Working with the SENCo to collect all available information on the pupil
- In collaboration with the SENCo, develop suitable targets for SEND pupils. The extent of the SENCo's involvement is at the discretion of the school.
- Working with SEND pupils on a daily basis to deliver their individual programmes
- Developing constructive relationships with parents/carers
- Being involved in the development of the school's SEND policy

The role of the Learning Support Assistant (LSA)

- To communicate concerns about individual children to class teacher / SENCO.
- Implement targets under guidance of class teacher / SENCO.
- Record progress on targets.
- Contribute towards planning, and make resources for activities to support children's learning.
- Provide strategies to enable children to work independently of adult intervention.
- Attend training to meet children's needs.
- Contribute to assessment.
- Deliver small group sessions, with guidance.

SEND Training

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Teachers and LSAs are given time and support to develop their knowledge, skills and understanding in relation to Special Educational Needs and Disability through a range of professional development opportunities, including attending courses; school-based INSET; study time and opportunities to watch colleagues. Priorities for training and development are identified in accordance to the school development plan and particular needs of individual pupils.

Evaluating the success of our SEND policy

The SEN Governor will meet annually with the SENCo to review the success of the policy. In addition, the school will publish an annual SEND Information report which can be viewed on the school website which details the key SEND information report.

Complaints Procedure

Our school has a complaints policy. If you have a complaint, this should first be discussed with the class teacher who will listen to the issues and address them where appropriate.

If you feel your complaint has not been resolved, please make an appointment with a member of the senior management team.

If you still want to complain please see our complaints policy which can be found on the school website <http://northschool.org.uk/>

Links with External Agencies/Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils.

Essex Local Offer webpage is a good source of support and information about services locally that can be very helpful to families it will signpost you to other useful agencies and services <https://send.essex.gov.uk/>

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Child First Trust
- Community Paediatrician and GPs
- Speech and Language therapists
- Physiotherapists
- Occupational therapists
- School Nurse Team (Essex Child and Family Wellbeing Service)
- CAMHS
- Mental Health Support Team (MHST)
- Specialist Teacher Hearing and/or Visual impairment services
- The Local Authority (e.g. Inclusion Partner, Educational psychologist, Engagement Facilitator)
- Social Services
- SENCos in other local schools