

EPPING UPLAND C of E PRIMARY SCHOOL



Special Educational Needs and Disabilities (SEND) Policy

Approved by	The Governing Committee
Signed off by	Lesley Duffin
Date	September 2026
Next review date	September 2027

1. Introduction

- 1.1 Epping Upland CofE Primary School's SENCO is Mrs Katie Marshall. Her working days are Monday to Friday and her contact details are:

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The SEND advocate on the senior leadership team is Mrs Renette Fourie, Headteacher. The named Governor responsible for SEND is Hannah Lewis Moore. As a team, they ensure that Epping Upland CofE Primary School Special Educational Needs policy works within the guidelines and inclusion policies of the SEND Code of Practice (2015), the Local Authority and other policies currently within the school.

- 1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. To measure the attainment of pupils in KS1 and KS2 working below national curriculum level who are not yet able to access subject-specific study, The Engagement Model is used (This replaces P levels 1-4). Pre-key stage standards are for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs through high quality teaching - every teacher is a teacher of every child. Some children have barriers to learning and require particular action by the school.

- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs or additional needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need help additional to or different from that given to other children of the same age.

- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

- 1.5 There is a clear expectation within the Children and Families Act (2014) and Education Act (2010), 'Where a child or young person has SEN but does not have an EHC plan they must be educated in a mainstream setting except in specific circumstances.' Epping Upland is an inclusive school admitting pupils with already identified special educational needs. We also identify and provide for pupils not previously identified as having special educational needs.

The School's Special Needs Policy complies with the requirements outlined in the Children and Families Act (2014) and Education Act (2010). It reflects the principles of the SEN Code of Practice and is in line with the framework provided by Essex County Council.

2. Aims and Objectives

2.1 Epping Upland CofE Primary aims to:

- Create an environment that meets the special educational needs and additional needs of each child and improve outcomes;
- Ensure that the special educational needs and additional needs of children are identified, assessed and provided for;
- Raise the aspirations of and expectations for all pupils with SEND;
- Offer excellence and choice to all our children, whatever their ability or needs; remove barriers to learning and participation;
- Focus on an inclusive practice and ensure all our children feel that they are a valued part of our school community;
- Provide appropriate curricular provision for children who:
 - have different educational, social and emotional needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates; -
- Need a range of different teaching approaches and experiences.
- Make clear the expectations of all partners in the process and operating a 'whole pupil, whole school' approach to the management and provision of support for special educational needs;
- Identify the roles and responsibilities of staff in providing for children's special educational needs and providing support and advice;
- Through reasonable adjustment enable all children to have full access to all elements of the school curriculum;
- Ensure that parents are able to play their part in supporting their child's education; ensure that our children and parents have a voice in this process;
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a person-centred, multi-professional approach to meeting the needs of all vulnerable learners.

3. Definition of SEN and Disability

3.1 A child or young person has Special Educational Needs 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 if:

a) *They have a significantly greater difficulty in learning than the majority of others of the same age; or*

b) *They have 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. (SEN Code of Practice 2015, p15)*

3.2 Many children and young people who have SEN may also 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 provides a relatively low threshold and includes more children than many

realise: 'long-term' is defined as a year or more and 'substantial' is defined as 'more than minor or trivial'. (SEN Code of Practice 2015 p16)

4. Identifying Special Educational Needs

- 4.1 In our school setting we identify the needs of pupils by considering the needs of the whole child. The four broad areas of special need identified in the new Code of Practice 2015 are as follows:
- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- 4.2 Many children join our school from an early years provider where their individual needs may have already been identified. To build upon their prior learning, we conduct baseline assessments for all children when they start at our school. We use this information, alongside hand-over data from previous settings and parents, to inform high-quality differentiated teaching and provide an appropriate, accessible curriculum.
- 4.3 The class teacher is responsible and accountable for each child's progress and development and assesses and monitors the children's progress in line with existing school practices. This is an ongoing process.
- 4.4 Using the information from assessments and monitoring, the child's class teacher will plan and implement strategies and/or interventions to differentiate for children as part of the school's usual working practices. Early identification and intervention is vital and the class teacher will keep parents informed and draw upon them for additional information, enlisting their active help and participation.
- 4.5 Children will be deemed as having a special educational need if, after high quality teaching (differentiated for individual pupils) and classroom-based intervention programmes, they:
- have significantly greater difficulty in learning than the majority of children of the same age;
 - have a disability which prevents or hinders them from making use of the facilities of a kind that are generally provided for children of the same age.
- 4.6 The SENCO will become involved at this stage, if not already involved, and will then take the lead in making, or organising for, further assessments of the child's needs.
- 4.7 Our school also takes into consideration the following issues which are NOT SEN, but may impact on progress and attainment:
- Disability
 - Attendance and punctuality
 - Health and welfare
 - English as an Additional Language (EAL)
 - Being in receipt of a Pupil Premium Grant (PPG)
 - Being a Looked After Child (LAC)
 - Being a child of a Serviceman/woman

5. A Graduated Approach to SEN

5.1 Where a pupil is identified as having SEN, a meeting will be called to inform parents and the child will be placed on the SEN register. Together we will agree and take action to remove barriers to learning and put special educational provision in place which will be different from or additional to that provided as part of the school's usual working practices. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four-part cycle is as follows:

Assess - assessments to include the views and experience of pupil, parents and outside agencies from education, health and social care (if support already in place);

Plan - agree and provide additional support to meet outcomes identified. Provide a plan for everyone involved;

Do - put in place support strategies/interventions;

Review - evaluate the effectiveness of support and its impact on the pupil's progress by the agreed review date.

5.2 Every child is entitled to, and should receive, care centred on their wants as well as their needs. To achieve this, person-centred meetings (One Plans) are conducted for all children identified as having SEND that follow the graduated approach to learning (assess, plan, do, review); whereby open conversation is encouraged between all those providing care

5.3 If the assessments identify that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. At this stage the following support will be put in place:

- Support from external services who can provide advice and specialised assessments, as appropriate, e.g. specialist teacher, educational psychologist
- A meeting will be held with the child, parents, staff and outside agencies, as appropriate, where desired outcomes will be agreed
- The new outcomes, and strategies used to achieve these, will be recorded in a child's individual plan and will, wherever possible, be implemented in the child's normal classroom setting
- Reviews of the outcomes will be held on a termly basis. These progress reviews will inform the next set of outcomes, as appropriate.

5.4 SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where the child has still not made expected progress despite relevant support being in place for a minimum of two terms, a meeting will be held with parents to consider a request for an Education, Health and Care needs assessment. To inform its decision the Local Authority will expect to see evidence of the action taken by all parties as part of SEN support.

6. Criteria for exiting the SEN Register

6.1 Through the four-part cycle of assess-plan-do-review, if a child is shown to be making sufficient progress they will no longer need to be on the SEN register and will be supported through normal classroom practices of differentiation, interventions and high

quality teaching.

- 6.2 Pupils exiting the SEN Register will continue to be monitored and assessed through normal classroom practices.

7. Supporting Pupils and Families

- 7.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years' Foundation Stage recognises the importance of children developing social as well as educational skills.
- 7.2 Children are involved, when appropriate, in setting and evaluating outcomes and targets. Children are encouraged to make judgements about their own performance against their targets.
- 7.3 The school works closely with parents in the support of those children with special educational needs and additional needs. We encourage an active partnership through an ongoing dialogue with parents at every step. Through discussion with parents, relevant support from outside agencies is agreed, as appropriate.
- 7.4 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents.
- 7.5 We liaise with parents to discuss the progress of their child and to discuss what is working and not working. We will agree and set new outcomes and targets for the child, as appropriate. Whatever possible, outside agencies will be involved in these meetings.
- 7.6 Epping Upland CofE Primary School's Local Offer and SEN Information Report can be found on our website at: <https://www.eppingupland.efspt.org/>
- 7.7 The LA local offer can be accessed at <https://www.eppingupland.efspt.org/> as a guide to parents and pupils about what services are available. Also available on our site is the Independent Service (IS) for parents of children with SEND in Essex.

8. Supporting Pupils at School with Medical Conditions

- 8.1 Pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act (2010).
- 8.2 Some pupils may also have special educational needs and may have an Educational Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.
- 8.3 Through consultation with parents and the community nursing team, pupils in our school with medical conditions will have a Healthcare Plan written to support their needs. Such a plan will be shared with all relevant staff and training is provided to staff as necessary by the local health team.

9. Training and Resources

- 9.1 Training needs of staff are identified and planned by the senior leadership team and the SENCO to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils.
- 9.2 All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- 9.3 The SENCO regularly attends the local SENCO consortium meetings in order to keep up to date with local and national updates in SEND.
- 9.4 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and EHC plans.
- 9.5 The Headteacher informs the governing body of how the funding allocated to support special educational needs has been deployed.
- 9.6 The Headteacher and the SENCO meet annually to agree on how to use funds directly related to EHC plans.
- 9.7 The school has one disabled toilet which can be accessed by children (with supervision) who require assistance. The disabled toilet may also be used by visitors to the school with particular special needs.

10. Roles and Responsibilities

10.1 The SENCO:

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs through the cycle of: assess, plan, do, review;
- Liaises with the relevant designated teacher where a looked after pupil has SEN; Supports and advises colleagues on the graduated approach to providing SEN Support; oversees the records of all children with special educational needs;
- Acts as the link with parents;
- Acts as link with external agencies and other support agencies, including health and social care professionals;
- Liaises with potential next providers of education to prepare a smooth transition; works with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Monitors and evaluates the special educational needs provision and reports to the governing body;
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Contributes to the professional development of all staff.

The Governing Committee:

10.2

- Has due regard to the SEND Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs;
- Has identified a governor to have specific oversight of the school's provision for pupils with special educational needs who ensures that all governors are aware of the school's SEN provision, including the deployment of equipment and personnel.

11. Accessibility

11.1 The school has a Disability Access Plan which is in-line with the SEN code of practice (2015)

12. Monitoring and evaluation of SEND

12.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides governors with half-termly reports on the impact of the policy on the practice of the school.

12.2 The SENCO supports teachers involved in drawing up individual plans for children. The SENCO holds termly meetings with the named governor with responsibility for special educational needs and disabilities in order to monitor and evaluate the quality of provision offered to pupils.

12.3 The Governing Committee will monitor this policy. It will be reviewed by the co-ordinator every three years, or earlier if necessary.

This policy was agreed by the Governing Committee :	September 2026
This policy will be reviewed every three years. Next review date:	September 2029