



Henham and Ugley Primary and Nursery School

Special Educational Needs and Disabilities (SEND) Policy and Information Report

Date of Policy	March 2024
Review Date	Sept 2024

Headteacher's signature	Signed copy on file in HT office
Chair of Governors' signature	Signed copy on file in HT office

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1. Aims

Our SEND policy and information report aims to:

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

1.1. About us:

- Henham and Ugley Primary and Nursery School is a mainstream primary school for children from nursery to school year 6. We are a one form entry school, meaning that there are 30 places in each year group.
- Our Ofsted rating is Good (March 2019).

1.2. At Henham and Ugley Primary and Nursery School we aim to:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To work in a person-centered way, ensuring the wishes, needs and priorities of the child and family are considered at all stages of SEND support.
- To reduce barriers to progress by embedding the principles in the National Curriculum Statutory Inclusion Statement (2000) **"Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils."**
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need described in the Code of Practice (2015).
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.

- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. Legislation and Guidance

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014) aims to secure, for children and young people with special educational needs and disability, the outcomes from education, health and social care which will make the biggest difference to their lives.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

This SEND policy is written to comply with the 2014 Children and Families Act and its associated regulations together with the Equality Act 2010.

2.1. Defining SEND:

According to the Code of Practice (DfES, 2014) 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

The Code of Practice (DfES, 2014) describes four broad categories of SEN. These are:

1. Communication and interaction
2. Cognition and learning
3. Social, Emotional and Mental health
4. Sensory and/or physical

The code states that: "Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."

2.2. The Aims of the Code of Practice 2014:

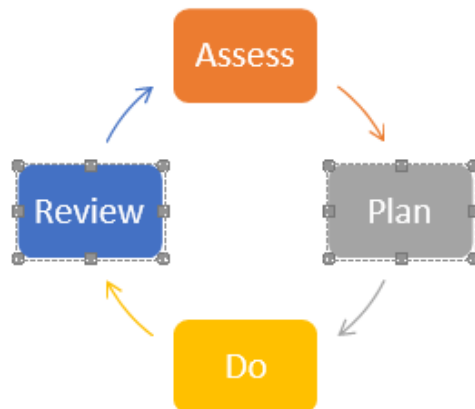
The Code of Practice (2014) aims to improve outcomes by ensuring “high aspirations and expectations for children and young people with SEN.”

It states all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

In accordance with the SEND Code of Practice (2014) the process for responding to children identified as needing additional support, follows the four-step cycle called the Graduated Response.

- **Assess** - The child is assessed thoroughly to identify key areas of need.
- **Plan** - Plan provision that is needed to scaffold and support the child's learning.
- **Do** - The support planned is put in place and monitored over a period of time.
- **Review** - Review progress against the child's targets.



The school agrees with the aims of the Code of Practice and strives to ensure these are a reality for all children at Henham and Ugley Primary and Nursery School.

3. Roles and responsibilities

3.1. Class teachers:

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Promoting positive wellbeing in children in their class.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Ensuring high quality first teaching and differentiation for pupils with SEN.
- Adapting and refining the curriculum to respond to the strengths and needs of any pupil with SEN in their class.

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

3.2. SENCO

The SENCO is **Helen Aves**

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day 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
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

3.3. The Learning Support Assistants (LSAs):

LSAs work in different classes and support small groups of pupils or individuals. At Henham and Ugley Primary and Nursery School some LSAs are assigned to work with individual children with significant needs.

As part of their roles to support children they:

- Support and enable the learning of children, following the guidance of the class teacher / class teacher's planning
- Share information with the class teacher and SENCO.
- Deliver a range of intervention and support programmes which will move learning / learning behaviours or other areas of need forward.
- Enable personalised learning in consultation with the class teacher, SENCO and parents

3.4. The SEND Governor:

The SEND governor, Jo Goldsmith will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

3.5. The Headteacher:

The headteacher **Ben Davey** will:

- Work with the SENCO and SEND governors to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

3.6. Contact details:

If you have any questions or concerns about your child's progress or attainment, their class teacher is always the first person to speak to. You can contact them in person or via the school office at admin@henhamugley.essex.sch.uk or you can ring the school on 01279 850213

Or you can contact the Special Educational Needs Co-ordinator and Mental Health Lead: Mrs Helen Aves on 01279 850213 or by email at h.aves@henhamugley.essex.sch.uk

4. Information Report

4.1. The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Speech and Language Difficulties
- Cognition and learning, for example, Dyslexia/Severe and Persistent Literacy Difficulties
- Social, Emotional and Mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder
- Sensory and/or physical needs, for example, Visual impairments, Processing Difficulties, Epilepsy, Dyspraxia/DCD
- Moderate and severe learning difficulties

4.2. Identifying pupils with SEND, assessing their needs and One Planning

Teachers use teacher assessment (both informal and formal) to measure the attainment of all children in their class. We also assessments from the list of [Essex Recommended Assessments](#) provided by the Local Authority.

Teachers use Quality First Teaching (QFT) and the [Ordinarily Available Framework](#) produced by Essex Local Authority to close any gaps in learning.

Class teachers will identify those whose progress:

- Is significantly slower than that of their peers
- 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

This may include progress in areas other than attainment, for example, social, emotional and mental health (SEMH) needs.

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

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Class Teachers record the additional support or strategies a pupil receives, the frequency of this support and the impact of intervention on their Class Provision Map (see appendix). The Class Provision is regularly reviewed and updated using the four-step cycle, the Graduated Response: Assess, Plan, Review, Do outlined in the Code of Practice (2014).

Parents or carers are verbally informed that their child is receiving additional targeted support during the termly parent/teacher consultation. In addition, for some pupils we write a Communication Passport (see appendix which is a summary of their needs and use of helpful teaching strategies and resources. For some children targeting these areas will see their learning improve.

If a child continues to make less than expected progress, further information is gathered and more formal

SEND support will begin, this process is called One Planning. A One Plan meeting will be held with the parents/carers teacher and possibly the SENCo. The child's views will be gathered before the meeting. Parents are issued with a written record of the One Plan which includes an Action Plan of next steps/targets for their child.

Some pupils may be placed directly on SEND support when they come to our school.

If interventions and One Planning have minimal impact the evidence from this work will be collated and an application for a statutory Education and Health Needs Assessment can be made by the school. This may result in an Education, Health and Care Plan (EHCP). The Local Authority usually expects to see two terms of One Planning before a school makes a request for an Education and Health Needs Assessment.

4.3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parent/carers 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 take into account the parents/carers' 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/carers. We will formally notify parents/carers when it is decided that a pupil will receive SEND support, by issuing parents with a copy of One Planning.

4.4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

- The class teacher will work with the SENCO 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 and behaviour
 - Other teachers' assessments, where relevant
 - 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

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

4.5. Supporting pupils moving between phases and preparing for adulthood

As children join our Nursery, home visits are put in place to enable staff to get a clearer picture of the needs of each individual child. These visits also give the children an opportunity to meet staff in their own environment, helping them to settle in quickly.

Our induction process into Reception class involves welcome meetings for parents as well as opportunities for the children to visit the school during June and July to get to know their new teacher, LSA and classroom environment. Liaison takes place with SENCOs from the children's previous settings to ensure continuity of provision for children with SEND.

Transition from Reception to Key Stage 1 (KS1); and KS1 to KS2 is supported by joint moderations between teachers; hand over meetings between relevant staff members and a transition week at the end of the summer term, where children spend time with their new teacher. Children who require additional support to help them settle into their next class may have extra visits to their new teacher. They may also be provided with a 'moving on' booklet containing photos of their new classroom and teacher so that they can continue to become familiar with faces, names over the summer holiday.

We have close links with local secondary schools and aid the transition from KS2 to KS3 by meeting with a representative from every school that our year 6 children will be moving on to. This is particularly important for our pupils with SEND, so we make sure that we meet with relevant SENCOs, providing them with copies of the child's One Plan and any supporting paperwork. Extra visits to secondary schools can also be arranged.

4.6. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Interventions outline the additional support which is needed for pupils within the class. This support will have clear targets. Interventions will be planned to close the gaps in learning and will be timetabled for support staff to regularly deliver these interventions.

4.7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

4.8. Additional support for learning

Our Staff are trained to deliver interventions such as Precision Teaching. EPS Maths, Alphabet Arc activities. Attention Autism and Graphic Facilitation.

Support Staff will support pupils on a 1:1 basis when delivering a specific intervention (e.g. Precision Teaching) or enabling them to access the curriculum alongside their peers. Support Staff will support pupils in small groups when delivering a specific intervention or within class supporting Quality First Teaching. Support Staff will provide a combination of 1:1, hover (keeping a watchful eye), and whole class support for children with SEND.

The expectation is always for the children to feel confident working independently and achieving expected progress.

If the school feel that more specialised support is required the SENCo will make a referral and liaise with a relevant external agency, with agreement from parent/carer.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology Service and Inclusion Partners
- Specialist Teacher Service.
- Speech and Language Therapy Service
- Engagement Facilitator
- Occupational Therapy Service
- Social Care
- School Nurse
- Child and Adolescent Mental Health Service ~CAMHS Family and Child Support Services
- The Children's Society
- SEND: Virtual School
- Paediatricians at Child Development Centre in Harlow and Addenbrookes.
- Family and Child Support Services
- MHST Uttlesford

4.9. Expertise and training of staff

Our SENCO is non-classroom based and works part-time.

Designated staff have been trained to deliver:

- Accredited Level 5 - Certificate in Dyslexia, Support and Intervention (Helen Aves, SENCO)
- Speech & Language Interventions by the Speech & Language Therapy Team
- Visual Coding by the Speech & Language Team
- Attention Autism by the Speech & Language Therapy Team
- Gym Trail training by Occupational Therapy Team
- Sensory Processing training by the Occupational Therapy Team
- Precision Teaching by the Essex Educational Psychology Service

- Paired Reading by the Essex Educational Psychology Service
- Literacy Difficulties, Numeracy Difficulties, Moderate Learning Difficulties by Essex Educational Psychology Service
- Educational Psychology Service Maths Intervention by Essex Educational Psychology Service
- Literacy Junction, Alphabet Arc, Reciprocal Reading and Graphic Facilitation by SEND station
- Handwriting Difficulties by the Specialist Teacher Team.
- Social and Emotional Mental Health and wellbeing training by the link Essex Educational Psychologist
- ADHD Awareness whole school training by the Multi-schools Council
- Youth Mental Health First Aid
- Mental Health Lead Course by the Anna Freud Centre
- Bereavement training
- Supporting children with Visual impairments by the Specialist Teacher Team

5.10. Evaluating the effectiveness of SEND provision

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

The Headteacher monitors attendance of pupils and core data alongside the teaching staff.

Regular meetings are held where class teachers meet with the senior leadership team to review the progress of pupils in their classes and the impact of recent support.

The effectiveness of the provision can be measured by the impact it is making on children. This is considered termly when reviewing One plans and Class Provision Maps and part of the graduated approach (as detailed in section 1).

For pupils with an Educational Health and Care Plan (EHCP), this also occurs during annual review meetings.

The SEND Governor meets termly with the SENDCo to discuss and evaluate how well school is meeting its statutory obligations and to discuss progress made toward the annual action plan.

5.11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Parents will enable us to know how to support their child. All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs. All pupils are encouraged to go on our residential trip(s) in Year 6. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Pupils with SEND are encouraged to attend additional sporting inclusion events, where they are able to receive a high level of support to make progress. At school we ensure that the environment is a safe place for children with a disability to move around as well as ensuring the toilets are accessible.

5.12. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- The Zones of Regulation are embedded in the school culture and ethos, enabling all children to be able to discuss, identify and regulate their emotions and behaviour
- As a school we have access to an Early Mental Health Practitioner from Mental Health Schools Team Uttlesford. This service works with parents and will work with groups and classes. They work one day per week in school.
- Teachers deliver and plan PSHE and RSE sessions which support children to express their views and develop an understanding of themselves and their place in the world.

5.13. Working with other agencies

We work closely with Health and Social Care organisations and the Local Authority. Interaction with these agencies will be tailored to the child as each child's situation is different. We have links to several other organisations and can make referrals to them or provide contact details for any families requiring them.

5.14. Complaints about SEND provision

At Henham and Ugley Primary and Nursery School we are always looking to improve our practise. As such, we openly encourage any feedback and will deal with it using a fair, open approach – always with the child's best interest at the centre of what we do.

In the first instance we would urge parents/carers to talk to us as this is the best way to resolve any situation. A child's class teacher is the first person to contact as they will have the most up to date and detailed information about a child.

Meetings with the SENCo and Headteacher are also available by appointment. We hope to resolve any issues swiftly. If, in the event that issues cannot be resolved, our complaints policy is available on the school website or via the school office.

Any compliments, concerns or complaints relating to our school's SEND provision can be made using the school's complaints policy. (Available on the school website or from the school office.)

The parents/carers 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

5.15. Contact details of support services for parents of pupils with SEND

Our school offer is in line with the Essex Local Offer, which can be found at <https://send.essex.gov.uk/>

The SEND Information, Advice and Support Service (SEND IASS) can help you if you're a parent or carer, or a child or young person who needs information, advice and support about special educational needs and disability issues. They offer impartial and confidential support over the telephone or in person around educational issues. <https://www.essexsendiass.co.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by Helen Aves - SENCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies

This policy should be read in conjunction with our other school policies.

- Accessibility Plan
- Supporting Pupils with Medical Conditions
- Equality Policy,
- Behaviour and Relationships Policy
- Relationships and Sex Education Policy
- Mental Health and Wellbeing Policy
- School Exclusion

8. Appendix (see below)

- Class Provision proforma
- One Plan proforma
- Intervention list



Class Provision Map
Henham and Ugley Primary School -
Academic Year _____
Year _____

Class:

Date Written:

Date for Review: Please send SENCo updated copies as and when you change or review

[Quality First Teaching Strategies see Ordinary Available Framework](#)
[Ordinarily Available Targeted Support](#)

List of Quality First Teaching Strategies

Plan		ASSESS	DO	Review
Intervention/strategy Modifications Frequency staff	Pupil/Pupils	Entry Data <i>Baseline Description</i> <i>(Where they are now?)</i> <i>Current skill levels</i>	Target/Outcomes	Exit data/Progress (Include some from below) <i>Targets met?</i> <i>Progress on assessments?</i> <i>Progress Review? TME Rating?</i> <i>Description now</i> <i>Refer to attachments or evidence?</i>



How to help and support me

Year

Name:

What people like and admire about
me

I would like you to know that ...

It would help me if you could...

My interests

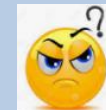
What is working for xxxx at school and home?



School:

Home:

What is not working for xxxxxx at school and home?



School:

Home:



SEND Action Plan for:
Date of Plan/Meeting:
Meeting attended by:

1) ASSESS

Baseline: (where they are now)
Current skill levels/Strengths/Needs
What's working/not working

2) PLAN

e.g., this time next term I will be able to...

3) Do

Actions in class/interventions)

4) Review/Progress

TME Rating

Date of Review Meeting:
Attended by:

<p>For Speech and Language Needs:</p> <ul style="list-style-type: none"> • Range of Black Sheep Press Resources • Colourful semantics / Visual Coding • Word Aware Vocab teaching (Parsons and Branagan, 2014) • Leap into Language (SLT programme) • Spring into Speech (SLT programme) • Ultimate Guide to Phonological Awareness (Essex Local Authority) • PORIC programme supports children with understanding linguistic concepts 	<p>For cognition and learning:</p> <ul style="list-style-type: none"> • Precision Teaching • Individualised task planner • Work-station (TEACCH approach) • Booster or catch-up groups. • Personalised Curriculum • Supporting Working Memory • Blanks' questioning • Mind Mapping (retention of learning) • Ultimate Guide to Phonological Awareness • PAT (Phonological Awareness Training) • Clicker 8 • Narrative therapy (Black Sheep Press) • Word Aware (Parsons and Brannigan, 2014) • Language for thinking (Parsons and Brannigan 2016) • Toe by Toe • Alphabet Arc activities. • Literacy Junction • Numicon • First Class Number • EPS Maths Intervention • Power of Two
<p>For Autism and Social Communication Difficulties:</p> <ul style="list-style-type: none"> • Intensive interaction • Identiplay (Phillips and Beavan, 2012) • Magic Bucket' is based on principles of 'Attention Autism' for attention and focus. • Social Stories TM / Comic Strip Conversations – Carol Gray 	
<p>Communication and Interaction Provisions:</p> <ul style="list-style-type: none"> • Time to Talk: A programme to develop oral and social interaction skills in Reception and Key Stage One (Alison Schroeder, 2001) • Lego therapy • Language for thinking (Parsons and Branagan 2016) • Narrative therapy (Black Sheep Press) • Blanks' questioning • Word Aware (Parsons and Branagan, 2014) • Speech and language therapist programmes. 	

<p>For Social, Emotional and Mental Health:</p> <p>For emotional literacy and self-esteem:</p> <ul style="list-style-type: none"> • Zones of Regulation (Leah Kuypers, 2011) • Sessions with MHST staff <p>For social skills and confidence:</p> <ul style="list-style-type: none"> • Time to Talk: A programme to develop oral and social interaction skills in Reception and Key stage One (Alison Schroeder, 2001) • Black Sheep Press resources • Socially Speaking: Pragmatic Social Skills Programme (Alison Schroeder and Jaqueline Jomain, 1998) • Strategies to enable children to develop positive attachment with staff and peers. 	<p>For Sensory and or Physical Needs:</p> <ul style="list-style-type: none"> • Gross and fine motor skills groups • Adapted seating or sloping board for learning (posture pack) • Use of alternate handwriting schemes eg 'Write from the start: Unique Programme to Develop the Fine Motor and Perceptual Skills Necessary for Effective Handwriting' (Ion Teodorescu, 1996). • Use of Clicker software for writing. • Use of pencil grips. • Advice from a specialist teacher • Occupational Therapist programmes. • Physiotherapist programmes. <p>Visual Impairment Needs:</p> <ul style="list-style-type: none"> • Adapted Resources, for example, enlarged texts for VI • Advice from a specialist teacher
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