



# Thaxted Primary School

## SEND Policy

|                                    |                                    |  |
|------------------------------------|------------------------------------|--|
| <b>Policy Date:</b><br>Spring 2025 | <b>Review Date:</b><br>Spring 2026 | <b>Responsible Person:</b> Headteacher<br><br><b>In conjunction with:</b><br>Inclusion Manager |
|------------------------------------|------------------------------------|--|

## 1. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- SEND information report

We believe that all children at our school have an equal right to learn and are entitled to a broad balanced and differentiated curriculum which is relevant to their needs.

## 2. OUR SEND POLICY AIMS TO:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure that all pupils have access to a broad and balanced curriculum
- Provide a differentiated curriculum appropriate to individual needs and abilities
- Identify all pupils requiring additional provision as early as possible
- Ensure that pupils with SEND are fully included in all aspects of school life
- Ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment
- Work in cooperation with the local authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of children with SEND

## 3. LEGISLATION AND GUIDANCE

This policy and information report 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, SEN coordinators (SENCOs) and the SEN information report

## 4. DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability, which calls for 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 the majority of 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.

## **5. ROLES AND RESPONSIBILITIES**

Our whole school community is responsible for meeting the needs of children with SEND.

### **5.1 The Inclusion Leader**

The Inclusion Leader is Lisa Cox (l.cox@thaxted.essex.sch.uk - 01371830240)

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 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **5.2 The SEND Governor**

The SEND Governor 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 Inclusion Leader to determine the strategic development of the SEND policy and provision in the school

### **5.3 The Headteacher**

The Headteacher will:

- Work with the Inclusion Leader and SEND governor 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

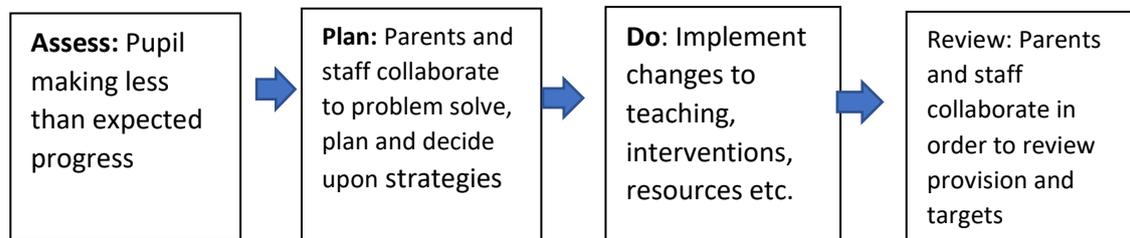
### **5.4 Class teachers**

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 Inclusion Leader to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy SEND policy

## 6. HOW DO WE IDENTIFY WHEN A CHILD HAS SPECIAL NEEDS?

Identifying children with SEND is a whole school responsibility. The first step to responding to pupils who may have a special education need is High quality teaching, differentiated for individual pupils. We follow an “Assess, Plan, Do” review system:



When considering whether a child has SEND, various vehicles are utilised. These include:

- Ordinarily available
- National curriculum checklists
- Formative termly assessments
- Soft data (observations of behaviour, interactions and general mood)
- Attainment records
- Book scrutinies
- Termly review meetings between staff and Inclusion Leader
- Staff concerns
- Parental concerns

### **A graduated approach to SEND**

High quality teaching differentiated for individual pupils is the first step in responding to pupils who may have SEND. Teachers discuss with the Inclusion Leader pupils whose progress is a cause for concern and the child is now a point of focus and discussion across the term and their progress is carefully monitored.

Should the child’s progress show little signs of improvement despite continued high quality teaching and further differentiation, the teacher and Inclusion Leader consider the introduction of additional provision for this child. At this point, the cycle of assess, plan, do review begins and the child is placed on the SEND support register and a One Plan is created.

As part of the review cycle, should a child’s progress continue to cause concern, specialist advice may be sought. We pride ourselves on effective relationships with the local authority’s SEND team. We also work closely with health colleagues, the educational psychology service, speech and language therapy and other relevant services as needed.

We endeavour to involve the child and family at each stage of this process.

## 7. ONE PLANNING AND PROVISION

Child A

| Strengths  | Needs  | Aspirations  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Focuses during the most</li> <li>Will ask for help when unsure</li> <li>Will always try hard</li> </ul> | <ul style="list-style-type: none"> <li>To remember to use finger spaces when writing.</li> <li>Support to break down tasks</li> <li>Support in reading a question</li> <li>To use her phonic knowledge to help with her reading and spellings</li> </ul> | <p>Now</p> <p>To ask for help and support at the start of the independent task in order to make the most out of the learning time.</p> <p>Future</p> <p>To become more independent during the independent tasks.</p> |

|               | Writing | Reading | Maths |
|---------------|---------|---------|-------|
| Previous year | 3b      | 3b+     | 3b+   |
| Autumn        | 2JA     | 3JA     | 1JA   |
| Spring        |         |         |       |
| Summer        |         |         |       |

| Term        | Overall Outcomes (related to needs) | Steps to achieve outcome: short term targets SMART   | Where are we now Where are we aiming?  | Provision e.g. interventions / Modifications needed to support it to access the curriculum   | Review of this outcome |
|-------------|-------------------------------------|--|--|--|------------------------|
| Spring 2025 | Writing                             | For Amber to read her work out loud to check that she has her capital letters and full stops in the correct places.            | Amber tries to use her capital letters and full stops in her writing. Though finds it difficult to place the punctuation.<br><br>Amber will be able to read her work out loud to check if her capital letters and full stops are in the correct place. | Adult support<br>Word mats<br>Praise<br>Verbal feedback<br>Daily sentence practise   |                        |
|             | Maths                               | For Amber to attempt to complete simple equations independently.<br><br>For Amber to know her number bonds to 10 consistently. | Amber will complete equations with support from an adult but lacks the confidence to complete independently<br><br>Amber will be able to complete simple equations independently after an adult check in   | Adult support at the start of a task<br>Number lines<br>Hundreds square<br>Concrete resources at all times<br>Daily number sentence practise<br>Daily practise of number bonds |                        |

What's working

Sitting near an adult so that support can be given.  
Giving praise for her work.  
A sensible learning partner  
Scaffolded support to start independent learning  
Manipulatives in maths

Not working

Sitting at the back of the classroom.

One Plans are reviewed through termly meetings with all those involved in the child's education, including the child. Staff, professionals, parents/carers and children develop an overview of the child's current school experience. Targets are set through whole team discussions and using appropriate data, and the provision is adapted appropriately. In this way, progress and interventions are closely monitored and updated to provide the best possible outcomes.

### Education, Health and Care Plans

The school will request an EHCP when, despite an individualised program of sustained intervention within SEND support, the child's barriers to learning are significant and the provision required to support these needs is above and beyond that which the school is able to provide. An EHCP might also be requested by a parent or outside agency.

### Provision and interventions

The type of provision or intervention a child receives is entirely dependent on the individual child and their needs. We feel that it is extremely important for children to be involved as much as possible in the learning within the class. However, at times, according to need, a combination of the following strategies and interventions may be in place:

- Differentiated curriculum activities
- Small group teaching • One-to-one teaching
- Support from a Learning Support Assistant (LSA)
- Mentoring
- Additional physical resources
- Literacy interventions
- Numeracy interventions
- Social skills groups

## 8. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Inclusion Leader in conjunction with the head teacher and SEND Governor 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.