

Stock CE Primary School



Special Educational Needs Policy

Date reviewed: June 2026

Date agreed by the Governing Body:

Date of review: Spring 2028

Lead professional: Louise Blaber

Special Educational Needs and Disability (SEND) Policy

- 1) What is SEN Provision
- 2) Policy intent
- 3) Roles and Responsibilities
- 4) Identification and Assessment of Needs
- 5) Implementation of the Graduated Approach and SEND Support
- 6) Quality First Teaching
- 7) SEN Support
- 8) EHCPs
- 9) Emotional and Wellbeing Support
- 10) Admissions Arrangements
- 11) Allocation of Resources
- 12) Curriculum access and inclusion
- 13) Partnership with parents
- 14) Pupil participation
- 15) Evaluating Success

1) Special Educational provision means:

“educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area”
(Education Act 1996)

2) Policy Intent

At Stock C of E Primary school this policy is intended to ensure that all children regardless of educational need receive a broad and balanced curriculum, to allow them to make optimum progress academically and personally.

Some children despite a differentiated approach and quality first teaching in the classroom still require additional support to access the curriculum and to reach their full potential. This policy extends across the school, The Code of Practice (2014) requiring that “Provision for pupils with Special Educational needs is a matter for the school as a whole”

The aims of this policy are:

- i) to create an environment that meets the special educational needs of each child
- ii) to ensure that special educational needs are identified, assessed and provided for,
- iii) to make clear the expectations of all partners in the process

- iv) to identify the roles and responsibilities of staff in providing for children's special educational needs
- v) to enable all children to have full access to all elements of the school curriculum

3) Roles and responsibilities

Governing body

The governing body does its best to secure necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The school has a designated governor for SEND who meets regularly with the SENCO.

The Special Educational Needs Co-ordinator (SENCO):

- i) manages the day-to-day operation of the policy,
- ii) co-ordinates the provision for and manages the responses to children's special needs,
- iii) supports and advises colleagues
- iv) maintains the school's SEND list
- v) contributes to and manages the records of all children with special educational needs
- vi) manages the school-based assessment and completes the documentation required by outside agencies, including the LA
- vii) consults the LA and other schools, where appropriate
- viii) acts as a link with parents and carers.
- ix) maintains resources and a range of teaching materials to enable appropriate provision to be made
- x) acts as a link with external agencies and other support agencies
- xi) monitors and evaluates the special educational needs provision and reports to the governing body
- xii) ensures up to date LA SEN information and provision changes are implemented.
- xiii) ensures statutory requirements relating to SEN are met.

4) Identification and Assessment of need:

In accordance with the SEND Code of Practice 2014 there are four broad categories of need:

- communication and interaction

Reviewed June 2026

- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Early identification is vital and a graduated response is adopted encompassing various strategies.

Through continual assessment, which can include a variety of methods including baselines, teacher assessment, observations, test results and reports from outside agencies, children who may have special educational needs can be identified.

Initially the classroom teacher will discuss concerns with the SENCO, complete a referral form, and close monitoring will be implemented. If concerns are identified at this level the child will be placed on SEN support to implement strategies to provide extra provision. At this point children will be placed on the SEN Register and parents will be informed.

Both the child and parents will be involved in planning and setting outcomes through the process of One Planning. A cycle of Assess, Plan, Do and Review will be implemented. This will be reviewed and a meeting with parents/carers will be held at least termly. It may be identified that some children require adaptations but do not require targets. In this case a One Page Profile will be created. (Do you want this here?)

Whilst at Stock School, children may move up, down or off the various levels of SEND support.

Support from outside agencies will be sought where appropriate: e.g. Occupational Therapy, Speech and Language, Counselling services, Wellbeing Support, The PNI Team, Educational Psychology.

A request for Statutory Assessment may be made to the LA if after appropriate support and intervention, progress and attainment remains a significant concern.

Each year the school will review its co-ordination and provision. This will ensure forward planning and the revision of any provision. This will include the assessment of future needs that will help inform relevant staff training and provision of both human and material resources.

5) Implementation of the Graduated Approach and SEND Support

For all children at Stock C of E Primary School, we follow a Graduated Approach. This will be documented accordingly. This approach includes three stages as identified by Essex County Council:

- Quality First teaching (Lesser need of SEN)
- SEN Support (Higher need of SEN)
- Education, Health and Care Plan (EHCP)

6) Quality First Teaching

Quality First Teaching is paramount for all children in our school regardless of ability, need or rate of progress. All class teachers plan for adapted teaching within class lessons (different work and expectations that reflect pupil ability and readiness) and liaise with the SENDCo for advice, either before or during provision. All children are entitled and will receive Quality First Teaching.

To ensure this is achieved:

- A consistent learning environment with established practices and routines should be established.
- Consistency from all adults should be applied in the pupil's education including non-teaching staff.
- There are rigorous assessment, tracking and target setting systems for all pupils.
- Appropriate information from parents/carers is considered and acted upon.
- Application of [Ordinarily Available](#) support, as identified by Essex County Council.

Children with need which can be met through Quality First Teaching, may have a One Page Profile to identify adaptations which are made to best support children. The Senco will discuss this with families.

7) SEN Support

A pupil may be placed at "SEN Support" when:

- Progress with learning and development is at a very slow rate and additional support is needed to achieve this.
- Pupils are attaining at a level significantly below age-related expectations expected outcomes and there is evidence of an increasing gap between them and their peers.
- A child has a specific or significant need or disability that requires additional, different or specialist support.
- The SEND Code of Practice states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

- Children may require specific interventions which are additional to and different from their peers. These may take place in or out of the classroom.

SEN Support will be recorded in a One Plan document.

A One Plan outlines the views of the child (how they feel about their learning), and specific targets that are 'specific, measurable, achievable, relevant and time bound' (SMART) are set following discussions with the child and the class teacher/LSA. All views and targets are reviewed at least termly. The parents of children on the SEND register are invited to attend meetings to discuss and review their child's progress. These meetings can include the class teacher, SENDCo, LSA and child.

8) Education, Health and Care Plans

Some children may have a high level of need and their needs can be characterised in the following way:

If the school and SENCO feel that an EHCP is appropriate this will be discussed with parents, and on agreement, an application will be put forward to the local authority. Pupils may require an EHCP if:

- Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support.
- Provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available to mainstream early years' providers, schools and post-16 institutions.
- Pupils may have life-long learning difficulties or disabilities, across several areas of development, and will require more targeted and specialist intervention.
- Pupils are likely to have specific characteristics and levels of need in relation to one or more particular areas of need.

Information about applications for EHCPs can be found through [Essex County Council](#).

9) Emotional and Wellbeing Support

If a child is identified as having emotional or well being needs, the school will speak to families. If a parent has concerns about their child, they must notify the school to enable staff to support the family. We will set up support that is appropriate for the child and identified need: e.g. a buddy system or meet and greet.

We are also able to refer to a multitude of services, including but not limited to:

- The Wellbeing Service (School nursing team)
- Kids Inspire
- Brentwood Catholic Children's Society counsellors
- CAHMS

10) Admission arrangements

The school strives to be a fully inclusive school. All children regardless of any special need or physical disability will be admitted to the school in line with the school's agreed admissions policy.

It is understood that children

- have different educational 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;
- may have physical disabilities that affect their learning.

According to the Education Act 1996(Section 316), if a parent or carer wishes to have their child with a Health Education and Care Plan educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

11) Allocation of resources

The Headteacher informs the governing body of how funding allocated to support special educational needs has been employed.

The Headteacher and SENCO meet to agree on how to use funds directly related to individual children.

12) Curriculum Access and Inclusion

Stock School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

Teachers use a range of strategies to meet children's special educational needs. Work in each class is differentiated and scaffolded accordingly, with 'ordinarily available' strategies such as visual timetables, word banks and social stories applied as required. Objectives employ a small-steps approach, breaking down levels of attainment into finely graded steps and targets to ensure that the children

experience success. These are linked and assessed in individual One Plans. Access to the full curriculum is planned for each child.

13) Partnership with Parents

The school prospectus and website contain details of our policy for special educational needs and SEND information.

All parents or carers with children on the SEND register are invited to be involved in planning their children's outcomes and objectives and are invited to all review meetings. The school ensures that parents and carers understand the SEND framework, have the opportunity to express their views and have access to information, advice and support. Parents have the opportunity to record their views and comments.

14) Pupil Participation

"All children should be involved in making decisions where possible right from the start of their education" (Code of Practice)

Children are encouraged to be involved in setting their outcomes and targets; as well as considering what works well for them. They are included where appropriate in review meetings. They will have the opportunity to discuss their achievements and targets.

15) Transfer arrangements

Close liaison is made when transferring children from one key stage to another or to another school.

Contact with parents or carers and any other outside agencies involved with preschool children, who are expected to be on the SEND register, is made to ease transition into school and to plan any necessary practical implications. Additional meetings and visits will be arranged as necessary according to different need.

Transfer from Key Stage 1 to 2 is carried out internally by contact between the relevant teaching staff. If it is felt necessary a more formal meeting will be arranged with the child's parents.

With children moving to Key stage 3 contact is made with the SENCO from the receiving school, records transferred and meetings arranged to again ensure a smooth transition. Where possible additional visits to the new school will be arranged and staff will attend and support children as appropriate.

Reviewed June 2026

In the case of a child with an Education, Health and Care plan moving to Key Stage 3, an annual review will be held in the Summer Term of year 5 to which representatives from the requested secondary school will be invited. A representative from the LA, such as an Inclusion Partner, will also be invited to these reviews.

16) Evaluating success

The success of the school's SEN Policy and provision is evaluated through:

- Analysis of pupil tracking data and test results
- Value added data for pupils on the SEND register
- Visits and monitoring by SEND governor
- School self-evaluation
- The School Development Plan.
- Termly reports to the curriculum committee by the SEND governor

This policy was reviewed in June 2026

It will be reviewed at the latest by Spring term 2028.