



THE WILLOWS

PRIMARY SCHOOL AND NURSERY

SEND Policy

September 2026

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1. Guiding Principles

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

We follow these three principles for inclusion:

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the school has an Accessibility Plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEND) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;

- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- **to ensure** that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

2. 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 co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr D. Aston. He will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 SEN up to date

4.2 The SEN governor

- Fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014.
 - Develop and monitor the school's SEND policy and Accessibility Plan and ensure provision is an integral part of the school development plan.
 - Be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed.
 - Monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.
- ### 4.3 The headteacher

The headteacher and SLT will:

- Has overall responsibility for the day to day management of SEND provision and the Accessibility Plan.
- Work closely with the school's SEND coordinator (SENDCo) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools.
- Encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENDCo achieves the statutory requirements for the performance of their duties.

4.4 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Monitoring arrangements

This policy and information report will be reviewed by Mr D. Aston **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.

6. Links with other policies and documents

This policy links to our policies on:

- 6.1 Accessibility plan
- 6.2 Behaviour
- 6.3 Equality information and objectives
- 6.4 Supporting pupils with medical conditions
- 6.5 SEND Information Report

7. Resources

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual report to parents will include this information. The Headteacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping.

8. Stages of intervention and provision

SEND Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEND Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENDCo identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
 - persistent emotional difficulties which continue despite management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.
3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought. (Note: this may be a year group leader, class teacher, teaching assistant etc.)
4. All information about the pupil from within the school, together with any additional information from the parents will be considered.
5. The SENDCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
6. The SENDCo will facilitate the collection of all available information about the pupil. Information will be collected from;
 - within the school, using pastoral systems and identified link staff working in departments and faculties
 - progress tracking information
 - parents/carers and the pupil.
7. The class or subject teacher, working the SENDCo should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in an Individual Education Plan.
8. The pupil's subject and pastoral teachers will be responsible for working with the pupil on a daily basis and for planning and delivering One Planning.
9. All staff will be involved in providing further help to pupils.
10. The One Plan will be reviewed on a termly basis.
11. The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent IEPs will reflect strategies to meet their needs and show a graduated response to those needs and using the 5 principles of the Engagement Model 2021.

12. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCo in consultation with teaching staff, parents and pupil.
13. Specialist assessment arrangements may need to be made and the Educational Psychology Service involved at this time.
14. Specific support is put in place involving external experts and staff from different settings at key transition times to support children moving to and from different phases.
15. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.
16. If the pupil or young person:
 - continues to make little or no progress in specific areas over a long period of time
 - continues working at National Curriculum expectations substantially below that expected of pupils of a similar age
 - continues to have difficulty in developing literacy and numeracy skills
 - has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme
 - has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
 - has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
 - is receiving first £6000 of support and any pupil premium to which they are entitled

then a statutory assessment may be sought from the Local Authority.

Assessing pupils with SEND

The engagement model is used in conjunction with the school's planning, assessment and recording systems to provide a flexible, holistic assessment of pupils not engaged in subject-specific study to ensure appropriate special educational needs provision in place for our pupils.

The engagement model is used to assess pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS1 and KS2.

The engagement model has 5 areas of engagement, these are:

- **exploration**

(Whether a pupil can build on their initial reaction to a new stimulus or activity)

- **realization**

(How the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity)

- **anticipation**

(How much the pupil predicts, expects or associates a stimulus or activity with an event.)

- **persistence**

(Whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it.)

- **initiation**

(The different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome.)

School Request for a Statutory Assessment

The SENDCo will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from an advisory specialist teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance and punctuality details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows.

1. The Headteacher/SENDCo will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
3. Progress will be formally reviewed by holding an annual review meeting.
4. The Headteacher/SENDCo will seek;
 - written advice from parents and professionals
 - ascertain the views of the pupil
 - convene the review meeting
 - prepare a review report for the LA
5. Those to be invited at least two weeks before the meeting are;
 - the pupil's parent/carer
 - relevant teacher/s and LSA/s
 - representative of the LA
 - the pupil
 - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SENDCo representatives from colleges/sixth form colleges etc.
6. The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years Five and Six

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan (EHCP) if required. The Plan once amended will be used to inform the consultation for secondary schools in the following Autumn Term. The secondary school placement for all youngsters with EHCPs will be decided by the Spring Term. Following this planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENDCo or their representative from the receiving secondary review will be invited. This must be a person-centered review and a one page profile written to go with the pupil to secondary school.

9. Inclusion

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

- They will benefit from some intensive individual work on a cross curricular skill
- It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

10. Involving parents and carers

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEND and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

11. Parent partnership services

The local authority has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. Details of the service and contact information is available from SENDIASS:

<https://www.essexsendiass.co.uk/>

12. Leaving school

When a pupil leaves the school, the SENDCO will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. This is particularly so in respect of pupils with SEND or disabilities.

13. Working with outside agencies

The Headteacher, or a person nominated by the Headteacher which could be the SENDCO will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Headteacher, or nominated person, will ensure that staff has relevant training and there are procedures in place to support pupils.

14. Complaints

Please refer to the Trust Complaints Policy for procedures in resolving complaints.

15. Monitoring and evaluation

The Governors ensure that SEND provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The number of pupils at SEND Support and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEND Support and Education, Health and Care Plans across the categories as recorded on the school's provision map.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on IEP forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

16. SEND information report

The school will publish an annual report on SEND on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at

<https://send.essex.gov.uk/>

17. Review of policy

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated every three years.

September 2025