

WALTON-on-the-NAZE PRIMARY SCHOOL



Special Educational need and Disability (SEND) POLICY

Walton School Vision

Choose your Dream and chase it...

Work Hard
Aim high
Love Learning
Try
Open your mind
Never give up

Walton Drivers

- Global Citizenship
- Individuality
- Tolerance and Knowledge of the World
- Self-worth and Aspirations

Approved date	September 2025
Review date	Autumn 2026
Responsible committee	Curriculum and Pupil Related Matters

Walton on the Naze Primary School
Special Educational Needs and Disabilities (SEND) Policy
Updated September 2025

Introduction.

This policy should be read in conjunction with our SEND Information Report which is available on the school tab on the front page of our school's website.

www.waltonprimaryschool.co.uk

This policy complies with the statutory requirements laid out in the 2014 SEND Code of Practice 0-25 yrs and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25, Revised January 2015
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

What is SEND?

The 2015 SEND Code of Practice (CoP) describes a Special Educational Need as:

"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." (CoP p15 xiii)

"A child... 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..." (CoP p15 xiv)

Walton School Vision

At Walton we work hard to ensure that every child is educated through an exciting, broad, inclusive Curriculum, which includes specific drivers which we deem important to our children (Walton Drivers), supporting children with a therapeutic approach to any barriers to learning. This is based on the Essex Steps and TPP (Trauma perceptive Practice) mind-set. We want all of our children aspiring to be the best they can be and continually seeking to challenge themselves. Our children are polite and caring, learning to be part of a community and responsible citizens. We believe that strong links between home and school are essential for a child to flourish and we promote collaborative working between home and school wherever possible.

We believe that all pupils should be able to work to their full potential and we are committed to trying our best to make all necessary and appropriate provision for any pupil who has SEND in our school.

All our teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from teaching assistants or specialist staff.

Background

This policy has been developed with the support of NASEN (www.nasen.org.uk) and SENCO support networks. Parents of children with SEND at Walton School have been consulted and involved in its creation. It has been discussed and approved by our SEND Governor, Senior Leadership Team, teachers and LSA's. We believe that it reflects the SEND Code of Practice 0-25 guidance updated 2015.

Abbreviations used in this document

SEND – special educational needs and/or disabilities
SENDCo – special educational needs/disabilities co-ordinator
SLT – senior leadership team
LSA – learning support assistant
NASEN – national association for special educational needs

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To ensure that every child achieves success in their learning.
4. To value and encourage the contribution of all children to the life of the school.
5. To work in partnership with parents and carers when identifying needs or making and reviewing plans to meet those needs for children with SEND.
6. To involve children with SEND in the planning and decision making that affects them.
7. To provide support, training and advice for all staff working with pupils with SEND and to support high quality teaching and learning for all pupils.
8. To ensure that the guidance provided in the SEND Code of Practice and SEND regulations updated January 2015 are implemented effectively across the school.

Responsibility for SEND

The SENDCo is Ms Firkins who holds the National Award for SEN Co-ordination. The SENDCo works closely with the Head Teacher, Deputy Head Teacher and members of

the SLT, Teachers, LSA's, Pastoral Lead, external agencies and parents to identify and make provision for children with SEND.

Why SENDCO and not SENCO?

The Governors of Walton on the Naze Primary School have decided that the title of the post holder should be SENDCo instead of SENCO in order to reflect the added responsibility for children with disabilities within the role since 1st September 2014.

SEND Governor

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice updated January 2015. The SEND governor is Mrs Bridget Craigen who can be contacted via the school office.

The SENDCo is responsible for:

- Identifying a child's special educational needs.
- Discussions with parents relating to their child's SEND.
- Co-ordinating the making of special educational provision for the child which meets those needs.
- Co-ordinating the graduated approach to providing SEN support.
- Implementing the One Planning Approach as designated by Essex County Council.
- Chairing, supporting or monitoring regular one planning meetings for each child on the SEND register.
- Monitoring the effectiveness of any special educational provision made for the child.
- Securing relevant services for the child where necessary.
- Ensuring that records of the child's special educational needs and the provision made to meet those needs are maintained and kept up to date.
- Liaising with pre-schools, nurseries and secondary schools to provide smooth transitions between settings for children with SEND.
- Liaising with and providing information to a parent of the child on a regular basis about that child's special educational needs and the provision made. In line with the Code of Practice a minimum of three meetings per year will be offered to each parent of a child with SEND.
- Ensuring that when a child with SEND transfers to another school, all relevant information about the child's special educational need and provision that has been made, is conveyed to their new school.
- Promoting the child's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.
- Selecting, supervising and training learning support assistants who work with children who have SEND.
- Advising teachers about differentiated teaching methods appropriate for children with SEND.

- Contributing to in-service training and staff meetings for teachers to assist them to carry out their tasks for children with SEND.
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010, with regard to reasonable adjustments and access arrangements.

Taken from:

The Education (Special Educational Needs Co-ordinators) (England) regulations 2014.

Identifying Special Educational Needs and managing the needs of pupils on the SEND Register.

The purpose of identification is to determine the action that we need to take in order to support a pupil.



ECC outline that all settings should use OA as part of their focus on inclusion.

Ordinarily Available Inclusive Teaching Framework is intended to guide planning for universal support for all pupils. Encompasses lots of the most current guidance on what helps pupils learn.

Ordinarily Targeted Support is intended to guide planning and provision for pupils with SEND.

The Code of Practice (2015) identifies four broad areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

In accordance with the Code of Practice we follow the graduated approach in order to identify, assess and review the needs of our pupils. This approach follows an ongoing cycle of four key actions: Assess, Plan, Do, and Review.

If your child has SEND they will be able to access help called **SEND support** at school. Children with more complex needs might instead need an **Education, Health and Care Plan (EHCP)**.

If your child has a disability, whether or not they have SEN, then our school must make reasonable adjustments, including the provision of auxiliary aids (such as tactile signage or induction loops) and services to prevent them being put at a substantial disadvantage. All schools have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. If your child has a disability and will be joining

Walton school, then please arrange to meet with us as early as possible, in order that we can plan to meet your child's needs.

SEND support is part of a graduated approach.

You can ask to speak to the class teacher, SENDCo (Ms Firkins) or contact the school office if you think your child needs SEND support or they may ask to speak to you first. You will be involved and your views will be needed throughout the process and you will be kept up to date with the progress made.

The Graduated Approach is:

- **Assess**
- **Plan**
- **Do**
- **Review**

Assess

Your child's difficulties must be assessed so that the right support can be provided. This should include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher) and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet your child's needs. That might mean getting advice and further assessment from someone like an educational psychologist a specialist teacher or a health professional. It will also include the provision of specialist support, equipment and resources where this is available and appropriate.

Plan

Your school, with your involvement, needs to agree the outcomes that the SEND support is intended to achieve - in other words, how your child will benefit from any support they get - and you need to be involved with that. All those involved will need to have a say in deciding what kind of support will be provided and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

Do

The school, and parents or carers, will put the planned support into place. The teacher remains responsible for working with your child on a daily basis but the SENDCo and any support staff should work closely to track your child's progress and check that the support is being effective. In Walton we use TIPS (tailor- made intervention plans) to help set learning objectives and track progress each week.

Review

The support your child receives should be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made. In addition to this One Planning Approach for children with SEND, all children are reviewed termly by each class teacher and the head teacher.

One Plan Environment

Essex County Council has adopted the **One Plan approach** which Walton School is following. The most important principle is that planning should start with your child, taking into account their views, wishes and feelings. Of equal importance are the views of the child's parents, guardians or carers taking into account your aspirations for your child, the outcomes you wish to see and the support your child needs in order to achieve them. The One Plan approach includes: **Assess – Plan – Do – Review**.

One Page Profile

You will be asked to work together with your child and class teacher to complete questions for the One Page Profile at home and prepare your response. Together you will then draw up a One Page Profile which includes a photo of your child that will be kept in the classroom and shared with relevant staff in school in order to provide appropriate first step and ongoing support. This is updated at least yearly and sooner if the strategies or interventions being used are changed.

Learning Support Plan.

The Learning Support Plan which we create together with the parents/carers, child and teacher will support your child. You will have targets to support your child at home and your child will have targets to work on at home and school with teacher support. This plan will be reviewed throughout the term on an ongoing basis and you can always discuss progress or difficulties with the class teacher by arranging to meet with them.

Assessment Tools and interventions run by SEND LSA's

Here is an example of what we can offer.

- Alphabet Arc
- Autism Attention Bucket
- Barrier Games
- Black Sheep From Oral to Written Narrative KS2
- Black Sheep Speaking and Listening through Narrative KS1
- Black Sheep speech and language programmes e.g., pronouns, barrier concepts.
- Clicker 8
- Colourful Semantics

- Colour Monster
- Core board
- Cut up sentence Strategy
- Delivery of Speech Therapy Programmes provided by the Speech Therapist.
- EPS Maths Intervention Assessment
- First Class @ number 1 and First Class @ number 2
- Fresh Start
- Gym Trail
- Intensive Interaction
- Invisible String
- Language for Thinking
- Lifeboat
- Lion Rock
- Lucid Rapid - for indicators of dyslexia
- Makaton sign language
- Maths Wave 3
- NFER Nelson Single Word Spelling Test
- Numicon
- 1 - 5 Emotional Rating Scale
- OT fine and gross motor skills programmes
- Phonological Awareness
- Plus 1
- Power of 2
- Precision Teaching
- Salford Sentence Reading Test
- Sandwell Maths assessment KS1
- SMART Thinking
- Socially Speaking
- Speechlink - for pronunciation difficulties
- Success @ Arithmetic.
- Time for Sounds - nursery and reception versions.
- Toe by Toe

- Turn taking games
- Visual Stress screening
- Volcano in my Tummy
- Wellcomm Language Toolkit - for the understanding of spoken language
- Write from the Start Teodorescu Perceptuo Motor Programme

Children with medical conditions and disabilities.

We recognise that pupils at our school with medical conditions should be supported to have full access to the curriculum. Please see our Medical Policy for children who need medicines administrated during school hours.

A disability does not automatically mean that a pupil will be placed on the SEND register, unless their disability has an impact on their education. Walton Primary School complies with the legal obligations of the Equality Act 2010 and where necessary we make reasonable adjustments to ensure that pupils with a disability are not at a substantial disadvantage compared with their peers.

Managing the needs of pupils supported through EHC Plans.

- The SENDCo monitors planning and provision for pupils with SEND and supports teachers to differentiate and make adjustments for pupils with SEND.
- There is a SEND file in each class which includes information on SEND support for each child on the SEND register in that class and relevant information for the teacher and LSA in that classroom. One page profiles may be filed in here or on classroom display with supply teachers directed to the SEND file to gather necessary information for inclusive teaching.
- The SLT monitor the quality and effectiveness of provision for all pupils including those with SEND through classroom observation, book monitoring and discussion.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. Interventions are run by trained learning support assistants throughout the school. This is funded from the annual budget to our school. The support timetable and provision of interventions is reviewed by the SENDCo, Deputy Head and Head Teacher in line with current pupil needs each term.
- If your child has an EHC Plan, then the majority of the funding for their school support comes from the school annual budget with some additional funding provided by the Local Authority where agreed. Details of this will be outlined in the EHC Plan.
- Parents, Carers, Teachers, LSA's, SENDCo, Pastoral Lead and other professionals liaise and share developments in order to inform reviews and plan for the child.
- Each term the class teacher meets with the Head Teacher for a Pupil Progress meeting where the progress of all children, including those with SEND, is reviewed.

- Parents and Carers are actively encouraged to be involved in supporting their child's education outside of school and to contribute to the One Planning process. Homework is just one example of this.

Specialised Provision

- All LSA's are involved in continuing professional development (CPD) to support the teaching provision and learning for children in school. Interventions are chosen carefully following research into their effectiveness and the needs of the children identified.
- Each term the SENDCo and Head Teacher work together to plan provision across the school following data analysis and discussion with class teachers. This will include allocation of LSA support, identifying specific interventions and providing resources where required.
- Our Pastoral Lead is available to work closely with pupils who have social, emotional or mental health needs irrespective of whether the child is on the SEND register.

Adaptations to the curriculum and the learning environment

Walton on the Naze Primary School is over 100 years old and has had adaptations and extensions added to it over time. There is wheelchair access to most entrances and exits and two disabled toilets, both of which have ceiling hoists fitted. High quality teaching, appropriate differentiation and resources support children with a wide range of special educational needs and disabilities in our school.

Access to extra-curricular activities

All of our children have access to breakfast club, lunchtime and after school activities. Where necessary we make adaptations to meet the physical and learning needs of our pupils. Class trips are part of our curriculum and carefully planned in advance. Some children will need additional preparation time and additional support to manage a changing environment. We would want all children to learn from additional educational opportunities outside of the classroom where possible, including regular use of the school's outside environment.

Transition arrangements

We understand this can be difficult for children as they move into a new class or a new school. In addition to the planned transition arrangements offered to all children, we plan enhanced transition arrangements to meet individual needs for children with SEND where it is appropriate and beneficial to the child.

The SENDCo and EYFS teacher liaise with pre-schools to meet children with SEND and plan enhanced transition arrangements where this is needed.

The SENDCo liaises with secondary school SENCOs for children in year six during the summer term for preparation in transferring to year 7. Where it is appropriate and helpful, then enhanced transition arrangements will take place, for example additional

visits and meeting named members of staff. Where children in year 6 have an EHC Plan, then the SENCo of the named secondary school will be invited to the Annual Review during the course of year 6 at Walton on the Naze Primary.

Where children with SEND transfer from our school to another primary school, then the SENDCo will liaise with the new school SENCo to pass on all relevant information and assessments in order to aid a successful transition for the child. This is the expectation for any child with SEND who transfers into Walton on the Naze primary from another primary school.

The Essex Local Offer

This is where parents and carers can find out what services are available for children with SEND in Essex. It details provision for children and young people from birth to 25 years across education, health and social care. Find all the information at www.essexlocaloffer.org.uk

Compliments and Complaints

We welcome and encourage parents and carers contributions towards the education and well-being of their children in all aspects of school life. We aim to work in partnership with parents and carers in order to meet the needs of the children in our school. If parents or carers have a concern, then firstly discuss this with the child's teacher. If the issue can't be resolved in this way, then parents and carers should discuss their concern with the SENDCo or Head teacher. If parents and carers feel that their concern is still not resolved, then they may write to the SEND Governor or Chair of Governors of Walton on the Naze Primary School.

Contact details

School email address. admin@walton.essex.sch.uk

School telephone number. 01255 675657

School Website address. www.waltonprimaryschool.co.uk

SENDCo email, Ms Firkins. senco@walton.essex.sch.uk

SEND Governor, Mrs Bridget Craigen

Chair of Governors, Mrs Ann Bryant.

School address:

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This policy will be reviewed annually or immediately in the event of revised legislation or guidance.