



Ingatestone and Fryerning C of E Junior School
SEND (Special Educational Needs and Disabilities) Policy



Ratified: Spring 2025

Review due: Spring 2026

“At our school, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

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1. School ethos for SEND

Our aim is to ensure that a child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional, and physical education. We create a happy, caring community where all feel valued and secure. We value the contributions made by all children, professionals, and parents to help enhance and maintain our inclusive school community.

We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential. We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender, or ability.

We aim to maximise the potential of every child by identifying their special need as soon as possible and offering support.

2. Objectives

1. To identify as soon as possible children who are having difficulty accessing the curriculum.
2. To match the curriculum tasks to the child using High Quality Teaching (HQT), adapted teaching methods and differentiation.
3. To offer support for specific difficulties as resources allow.
4. To set attainable targets.
5. To monitor, review and evaluate progress.
6. To follow the statutory guidance from the Department for Education entitled 'Special educational needs and disability code of practice: 0 to 25 years.'

3. Persons responsible for SEND provision

The Executive Headteacher in conjunction with the SENDCo (Special Educational Needs and Disabilities Coordinator) have responsibility for the SEND provision and work closely together supporting pupils and families.

Mrs Johnson is our SENDCo.

Regular staff liaison is available between 8.15am and 8.45am. The SENDCo is available to see parents after school or at prior arranged times. The SENDCo attends and leads staff meetings, and the SEND policy is reviewed on a regular basis.

4. Provision

Children with an Education, Health, and Care Plan (EHCP) are technically the responsibility of the Local Education Authority, although, of course, the school provides for their daily care and support. Advice may be sought from the SENDCo or Essex Inclusion Partners.

5. Assessment arrangements

Children on the SEND register are monitored through termly pupil progress meetings as well as ongoing teacher assessment and are observed to identify their 'gaps in learning'. We then use these observations, as well as discussions with pupils, parents and teaching staff, classroom



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monitoring/observations, performance data and 'book look' (triangulation monitoring) to plan a suitable programme to ensure progress.

Ongoing assessment and pupil progress are tracked each term using the Target Tracker programme. Pupil progress meetings with each class teacher each term. All pupils are discussed, including lower achieving children and any children who appear not to be making expected progress.

The SENDCo is informed of these discussions and can be involved in monitoring of some of the children causing concern.

6. Identification

The identification process is as follows:

- a) A class teacher expresses concern to the SENDCo that a pupil is not making any measurable progress or meeting end-of-year-group expectations. It should be noted that teachers assess a pupil's learning and progress daily, and that 'test' results only provide additional evidence rather than being the main source of information.
- b) The parents of a child may also express concern, which would be followed up by collecting evidence, e.g., seeing if the child can read 20 words.
- c) Other professionals will contribute specific information when required, e.g. speech therapists, GPs, playgroup leaders.
- d) Once identified as a concern, a pupil will be monitored and will possibly receive additional support from the class teacher and/or LSA.

A child would progress onto the SEND register once supporting evidence has been collected and if little progress has been made following the implementation of the additional support methods outlined in d).

Working below the end-of-year-group expectations would not, by itself, be a reason for inclusion on the SEND register.

7. Implementing the graduated approach

For all our pupils at Ingatestone and Fryerning C of E Junior School, we follow the 'Assess-Plan-Do-Review' model.

High Quality Teaching (HQT) is paramount for all children in our school. 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.

We have two types of approach for our SEND children:

1. HQT, which means that the child's needs can be met by the class teacher differentiating and adapted lessons and outcomes specifically for the child. The child's progress is monitored carefully by the class teacher, SENDCo and Head of School in termly pupil progress meetings.
2. If a pupil is making little progress (significantly below age-related expectations), the SENDCo will supervise the drafting of a 'One Plan', which is specifically for children identified with SEND. The



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school then implements 'different from and in addition to' regular interventions, as well as differentiated work that is above and beyond what is already taking place in class.

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.

The staged approach laid down by Essex Local Education Authority consists of three stages:

1. Lesser need of SEND — HQT
2. Greater need of SEND — Targeted Interventions
3. High Need EHCP 0–25 years

Lesser need of SEND — High Quality Teaching (HQT)

Children are identified as having a lesser need of SEND when their day-to-day needs can be met by an adapted curriculum. For example, the child may be part of a specific early literacy intervention to secure their understanding of phonics, and this would not be deemed as being in addition to HQT.

Greater need of SEND — Targeted Interventions

The trigger for a child to be placed in the greater need of SEND category would be that despite receiving support and intervention through HQT, the child fails to make sufficient progress towards their targets and end-of-year expectations. In this event, the school would change the interventions and, if needed, increase the level of support. Support and advice from external services may also be sought.

These children would have a 'One Plan' written by the class teacher, LSA (where appropriate) and SENDCo, which would include specific targets and a detailed breakdown of how the child will achieve the targets. This would be discussed with the child and their parents.

EHCP (Education and Health Care Plan) 0–25 years

In close partnership with the child, their parents and the school, the Local Education Authority considers the need for an EHCP and, if necessary, issues an EHCP, arranges funding and reviews the provision. Children with an EHCP could be issued with an amount of money (using the Band system set by Essex County Council) and be given clear outcomes that need to be achieved using the provision. If an application for an EHCP is requested by either parents or the school, we ensure that parents and their child are fully involved in the process. More information on EHCPs can be obtained from the SENDCo, the Essex County Council website and Essex Local Offer.

[Help for people with high support needs | Essex Local Offer](#)

[Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

8. Social and emotional well-being (please refer to our Mental Health and Well-being policy)



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If a child is dealing with social and/or emotional well-being issues, we will ensure that their need is catered for. If a parent has concerns about their child, they must notify the school to enable staff to support the family. If the school has concerns about a child, staff will involve parents/carers as soon as possible. Depending on the need, the individual child, and the situation, we will set up support that is specific for that child. For example, we would use a buddy system with a 'meet and greet' if a child was struggling to come into school each morning. We also offer other approaches within school, using our experienced staff to facilitate this support.

If a child's social and emotional need cannot be met by the school's day-to-day provision, we will seek external advice and, in close consultation with parents/carers, will refer the child to a counselling service such as Kids Inspire, CAHMS or our School Insurance Service.

9. Access to a balanced and broad curriculum

All children, regardless of ability or need, have access to our full, broad and balanced curriculum. Outcomes and inputs can be adapted to suit the needs of each child. Class tasks and expectations for learning outcomes vary according to ability and are matched to individuals, groups or the whole class.

To facilitate targeted individual or group teaching, pupils may be taken out of the classroom on occasion. At Ingatestone and Fryerning C of E Junior School, all members of staff are focused on meeting the needs of all children. This underpins everything we do.

10. Highly able children

We aim to identify and support pupils who show exceptional talent or abilities. All teachers differentiate and adapt the curriculum to cater for the needs of the children, which ensures they all make good progress. Highly able children, like all others, need to be engaged and challenged in all lessons. They may be given different tasks or be asked to work differently and will have appropriate expectations demanded of them.

Mastery within our curriculum means ensuring that pupils develop the skills they need to deepen and broaden their understanding.

11. English as an Additional Language (EAL)

At Ingatestone, we positively recognise our culturally diverse society. Thus, for all children with English as an additional language, we aim to:

- Develop language enrichment for all children (immersing children in language and vocabulary is the most recommended form of intervention for EAL pupils).
- Accept the importance of a child's mother tongue language.
- Support the child in the acquisition of the English language, both oral and written.

12. Inclusion — the bigger picture

"Building on best practice, the 0–25 SEND Code of Practice sets clear expectations on schools to deliver a whole school approach to SEND, with good quality teaching as a first response and a clear



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focus on outcomes. Teachers are the heart of the new SEND support system, supported by the strategic role of SENDCos, with strong leadership from head teachers and governors”.

Edward Timpson – Parliamentary Under-Secretary of State for Children and Families

At Ingatestone and Fryerning C of E Junior School, we endeavour to achieve the aims set out above and these are further reinforced by our Equalities Act Statement (2012).

13. Criteria for evaluating the success of the policy

Alongside the School Development Plan, inclusion targets will be set annually as a focus and aim for the whole school. Individual pupil progress will be evaluated at regular intervals (at least termly). Parental satisfaction is discussed at a termly Governor focus visit, which monitors the SEND provision of the school. The Governing Body discusses SEND at every meeting.

14. Arrangements for considering complaints

If parents are concerned or unhappy with the SEND provision, they should:

1. Approach the class teacher
2. Approach and meet with the phase leader (LKS2/ UKS2)
3. Approach the SENDCo
4. Approach the Deputy Head
5. Approach the Executive Headteacher
6. Approach the Governors

The school will respond to such concerns once stage 3 or 4 has been reached as outlined in the Essex policy guidelines and, if necessary, will follow the school’s Concerns and Complaints Procedure.

15. In-service training of staff

Whole-staff training is provided by the SENDCo, specialist teachers and other outside agencies, e.g. Special Needs and Parents (SNAP), Essex Local Offer and other private outside advisors/agencies. Specific training, where possible, is arranged for LSAs that work with all pupils. Through the Brentwood Collaborative Partnership (BCP) and Educare (our online training provider), regular LSA training is delivered that focuses on a wide range of topics.

16. Support services outside school

Parents can privately consult external specialists, e.g. The Dyslexia Institute and speech therapists, and we liaise with these services with parents’ permission wherever possible.

17. Parents

The school will always tell parents when their child is receiving help for their SEND.



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Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

Parents are involved on a regular basis in school. If a child is on the SEND register, parents are invited in on a termly basis to meet with the SENDCo and/or class teacher to discuss the support their child is receiving, their progress against targets and their next steps. These meetings can be more regular if needed, depending on the child's individual needs.

Parents are also welcomed at the school induction meeting, at parents' evenings and at regular events throughout the year, for example, productions, concerts, and sporting events.

When pupils are on the SEND register, more formal procedures are followed, with One Plan paperwork and meetings, and the SENDCo is involved. Parents are asked to co-operate closely with the school by following up on aspects of their child's learning at home, e.g., with a regular home reading programme, spelling tasks, handwriting practice, and talking exercises.

We have strong links with pre-schools and secondary schools, which ensures that closely monitored transition procedures are in place for a child's next step in education.

Advanced planning for pupils in Year 6 is essential to facilitate the transition process. The SENCO will liaise with the SENCOs of the infant & secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When a new pupil starts at Ingatestone and Fryerning C of E Junior School mid-year, we liaise closely with parents and the child's previous school and set up a transition timetable that is suitable for the individual child.

Physical concerns are addressed initially by the school nurse on their visits or a pupil's own GP can be consulted.

Attendance is checked and reviewed regularly.

18. Special facilities for access

The school is fully accessible at ground floor level and a disabled toilet is available. There is no disabled access to classrooms on the first floor.

19. SEND Governor

The school has a named Link Governor for SEND, Cheryl Benson, who holds the SENDCo to account. The SENDCo and Link Governor meet on a termly basis to discuss SEND and to focus on different aspects of inclusion, e.g., class trips, mental health issues and anonymised pupil progress data. Based on the visit, the SEND Link Governor writes a termly report that is shared with the Local Governing Body at their regular meetings.

20. Conclusion

We recognise that all children are individuals and, as a school, we aim to meet the needs of all children. We provide a broad and balanced curriculum and offer support where necessary



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throughout the school. We encourage all children to do their best and be proud of their achievements.

The importance of children's social, moral, and emotional well-being is paramount. Our SEND Information Report provides details about how we support children and young people with SEND in our school and forms part of the Essex County Council local offer.

[Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

[My Life, My Rights - Essex Local Area SEND Strategy 2022-2027](#)