

Beckers Green Primary School



Special Educational Needs and Disability (SEND) Policy

Reviewed by: Emma Carvalho – July 2026

Next review: July 2027

Beckers Green is part of both the Alec Hunter Cluster Group (a partnership of six local primary schools and one secondary school) and the Saffron Academy Trust. We work in partnership to improve provision for children with SEND and together we have produced a guide for parents of children with SEND. Beckers Green SEND information is available from our website.

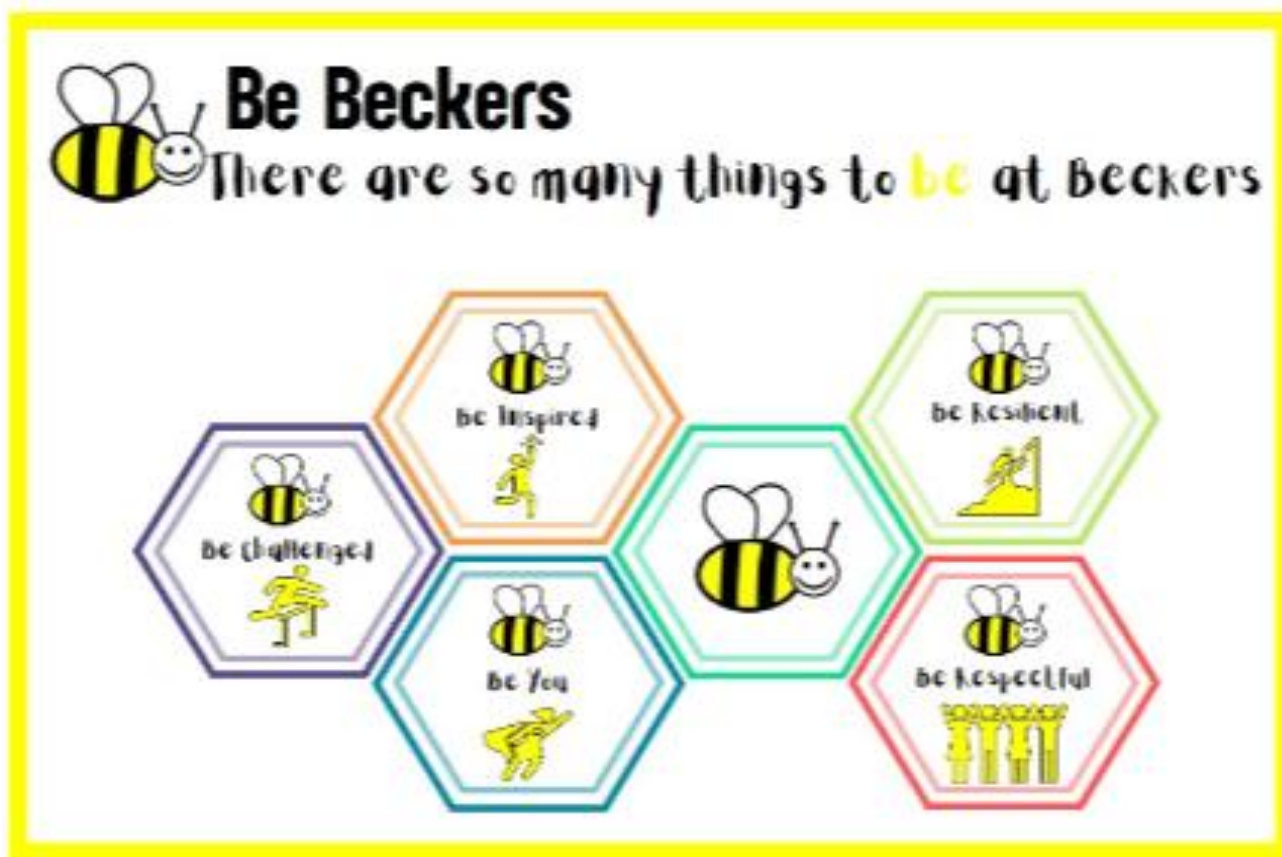
Inclusion Team

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to either:

- The school's Deputy Headteacher and SENDCo – Mrs Emma Carvalho
E-mail: ecarvalho@beckersgreen.essex.sch.uk
Member of SLT
- The school's Pastoral Support Manager, Mrs Wendy Dunne
e-mail: wdunne@beckersgreen.essex.sch.uk
- The school's Engagement and Wellbeing Mentor/Assistant SENDCo, Ms Tiffani Bell
e-mail: tbell@beckersgreen.essex.sch.uk
- The governor for SEND, Mrs Vanessa Gigg

Please make an appointment with the school office if you wish to speak to the SENDCo or governor for SEND.

A Whole School Approach



At Beckers Green Primary School, inclusion is the responsibility of every member of staff and is at the heart of all decision making. We believe that every child has the right to belong, participate, achieve and thrive within our school community. We are committed to identifying and removing barriers to learning, attendance, participation and achievement so that all pupils, including those with SEND, disadvantaged pupils, children with social care involvement, and those experiencing vulnerability, can succeed alongside their peers. We recognise that inclusion is not solely about SEND provision but about creating an environment where every pupil feels safe, valued, represented and able to contribute to school life.

We have high aspirations for every pupil and believe that all children can achieve success. Through a rich, ambitious and inclusive curriculum, we will remove barriers to learning, celebrate diversity and provide the support and challenge needed for every child, including those with special educational needs and disabilities (SEND), to make strong progress and fulfil their potential. Our pupils will be equipped to make positive life choices, embrace new opportunities and play an active role in shaping their own futures. They will develop the independence, curiosity and self-belief needed to become lifelong learners.

Being part of Beckers Green Primary School will be a source of pride for our pupils, families and staff. Through our commitment to excellence, inclusion and equity, we will continue to be a school that is highly regarded and trusted within our community.

Beckers Green Primary School adopts an inclusive model of education in which:

- High-quality teaching is the first response to meeting pupils' needs.
- Differences are recognised and valued as part of the diversity of our school community.
- Pupils are supported to learn alongside their peers wherever possible.

- Support is designed to promote independence, participation and long-term outcomes.
- Reasonable adjustments are made to ensure equitable access to learning, enrichment activities, educational visits and wider opportunities.
- Exclusion and suspension are seen as indicators requiring reflective review of provision and support.
- Attendance strategies take account of individual barriers experienced by vulnerable learners.
- Pupil voice informs decision-making at individual, classroom and whole-school level.

The school routinely evaluates whether pupils with additional needs are fully included in all aspects of school life including attendance, behaviour, enrichment, leadership opportunities and academic achievement.

This policy is written with reference to:

- Children and Families Act 2014
- SEND Code of Practice (2015) – key points at the end of this document
- Equality Act 2010
- Keeping Children Safe in Education 2025 – key points at the end of this document
- Essex Ordinarily Available Inclusive Education Framework
- Ofsted's Inclusion Framework and Education Inspection expectations (2025)

Objectives

The objectives of our SEND policy are:

- To ensure that the school's assessment arrangements ensure that pupil's additional needs are identified as soon as possible
- That assessment data is used to inform decision making
- To ensure that pupils with additional needs are given full and equal access to a broad and balanced curriculum
- To make sure that appropriate resources are allocated to ensure that the needs of pupils are appropriately met
- That parents are informed, and actively encouraged to be involved in meeting the needs of their children in partnership with the school, including involvement in any decision making concerning their child's SEND provision
- That collaboration with teachers, other professionals, facilities and resources from within the school and outside are utilised effectively whenever appropriate
- To ensure that targets are set and reviewed on a regular basis
- To endeavour to ensure that all children grow in their confidence and independence to develop confident and capable learners
- To make sure that pupils are actively involved in all decision making processes that occur in their education, including having input into individual SEND planning

Responsibilities for Co-ordination

- The school's SENDCo is Emma Carvalho, who was appointed in September 2021
- The school's Pastoral Support Manager is Wendy Dunne, who was appointed September 2007
- The school's Assistant SENDCo Tiffani Bell, who was appointed in January 2023 and has completed the NPQSENCo
- The Chair of Governors and the governor for SEND is Vanessa Gigg, herself a SENCo

Role of the Inclusion Team

- Determining the strategic development of the SEND policy and provision with the Headteacher and Governing Body. This is in line with Ordinarily Available: Inclusive Teaching Framework (Essex County Council).
- Taking day to day responsibility for the operation of the SEND policy and provision

- Working with school leaders to evaluate the effectiveness of inclusive practice across attendance, behaviour, curriculum access, wellbeing, participation and outcomes for vulnerable groups
- Carrying out analysis and assessment of the pupils' needs
- Monitoring the quality of teaching and standards of pupil achievement
- Setting targets for improvement
- Working with class teachers to ensure that provision is matched to the needs of the children
- Helping to establish individual One Plans or support planning for pupils with SEND/Additional Needs
- Overseeing and updating the records of children with Special Educational/Additional Needs
- Developing and maintaining positive and constructive relationships with parents
- Liaising with external agencies
- Keeping the Headteacher and Governing Body informed of developments as and when necessary and at least annually
- Maintaining a record of INSET related to additional needs and appropriate provision
- Keeping up to date with new developments by attending courses provided by the Local Authority and other organisations
- Disseminating information to relevant staff
- Organising training for staff on training days and during directed time as required
- Co-ordinating the deployment of LSAs supporting pupils with SEND/Additional Needs

Role of Class Teachers

Teachers are responsible for the progress, participation and belonging of all pupils in their class, including those receiving additional support from teaching assistants or external services. Class teachers' responsibilities include:

- Setting ambitious goals for all learners
- Identifying pupils who do not make expected progress in spite of High Quality Teaching
- Organising interventions, where appropriate, to target specific areas and review progress regularly
- Working with the Inclusion Team and parents in collecting and recording information about the pupil in determining the action to be taken
- Ensuring adaptations and scaffolding of the curriculum is planned for pupils with SEND/Additional Needs to ensure learning opportunities and provision is appropriate and accessible
- Actively delegate additional adults in the classroom to maximise the benefit for learners
- Involving pupils at an appropriate level in planning for their own learning
- Accepting and valuing the contribution of parents in their child's learning and identifying the best way of involving parents in working with the school

Role of Governors

The Governors of this school would wish to ensure that:

- The SEND policy is in place in line with the requirements of the Code of Practice
- Access to the policy is readily available to all staff, including supply staff
- The policy is clearly articulated and consistently applied
- That SEND records are maintained by all staff and kept up to date

The Governing Body will receive details regarding the success of the SEN policy and any changes

Identifying children with SEND (SEN Support)

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is continually monitored by teachers and at termly pupil progress meetings. Where children are identified as not making progress in spite of High Quality Teaching, they are discussed with the SENDCo/Headteacher and a plan of action is agreed. This may/may not lead to the child's addition to the SEND register and it may be appropriate to discuss the child's provision in line with the Ordinarily Available document.

- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Ordinarily Available or some additional parental support. Otherwise, the child may be placed on our SEND register, which would be communicated to the parents.

We recognise that some pupils may experience barriers to learning and participation without meeting the threshold for SEND. These may include:

- Disadvantage and economic hardship.
- School avoidance or emotionally based school non-attendance.
- Children in need or those with social care involvement.
- Young carers.
- Pupils experiencing bereavement or trauma.
- Children with English as an Additional Language.
- Pupils who are new to the country.
- Children who are looked after or previously looked after.

The school will take a graduated and inclusive approach to identifying and removing barriers for these pupils.

Identification strategies used include:

- Observation
- Teacher assessment
- Discussions with Headteacher, other staff or external agencies
- Discussions with parents
- Discussions with pupils
- Results of standardised tests e.g. reading tests, maths test, SATs results and assessments e.g. Welcomm, YARC

Children with social, emotional and mental health needs

Behaviour is not classified as a SEND and is often a form of childhood communication. If a child presents with persistent challenging behaviour, staff will take the time to focus on communication with the child in line with the Behaviour Policy. If the child's behaviour is felt to be a response to trauma or other adverse childhood experiences (e.g. bereavement, parental separation) it may be appropriate to offer support through our TPP approach to behaviour, mentoring in school, the Family Liaison Officer and/or signpost families to other agencies.

If parents and school are concerned that the child may have mental health needs, we can offer support by referring to SET CAMHS (Southend, Essex and Thurrock Child and Adolescent Mental Health Services).

If the child is felt to have long-term social, emotional or mental health needs, the school offers a range of social skills and therapeutic interventions. These are generally delivered by our Pastoral Support Manager who develops trusting relationships with the children.

Our behaviour management principles are therapeutic and largely based on TPP (Trauma Perceptive Practice). These can be explored further in the schools Behaviour Management policy, which can be found on our website or a copy requested from the office.

Children with medical conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where medical conditions cause disability, the school will comply with its duties under the Equality Act 2010. If a child has a specific medical need, Medical Care Plans are put in place to ensure that all staff are aware of the correct procedures. If needed, specific training is given by relevant agencies, so that appropriate staff feel competent to support the child's needs. All staff listen to and value the views of parents and pupils. The information recorded on the schools' Medical Care Plans is in line with the requirements published by the DfE (December 2015).

The governing body should ensure that the school's policy sets out the procedures to be followed whenever a school is notified that a pupil has a medical condition.

The governing body should ensure that Medical Care Plans are reviewed at least annually, or earlier if evidence is presented that the child's needs have changed. They should be developed with the child's best interests in mind and ensure that the school assesses and manages risks to the child's education, health and social wellbeing, and minimises disruption. This is in line with the guidance published by the DfE.

Some children may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. In this case, a One Plan will be used to devise short-term targets towards the EHCP targets. These will be reviewed regularly, with the Annual Review held once per year.

Attendance and Inclusion

The school recognises that attendance is a key indicator of inclusion. We monitor attendance patterns for all vulnerable groups, including pupils with SEND, and work proactively with families and external agencies to understand and address barriers to attendance.

Where attendance concerns arise, support plans may be developed alongside educational and pastoral interventions to ensure pupils remain connected to school and learning.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having additional needs. Having a diagnosis (e.g. ADHD) does not necessarily mean that we will place a child onto our SEND register as often needs are met through Ordinarily Available provision.

Once a child has been identified as having additional needs, the class teacher will notify the parent:

- They will formally let them know that their child is being placed at on the SEND register and at what level – school support or One Plan
- Discuss the outcome of assessments that have been completed
- Agree and share a plan and provision for the next term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required by the Code of Practice. Children and young people will be supported to contribute meaningfully to decisions about their education. Their views, aspirations, strengths and lived experiences will be gathered in age-appropriate ways and will inform planning, provision and review processes.

Thereafter, parents of children on One Plans are invited to meetings to review progress made, set targets and agree provision. At SEND support level, plans are reviewed at least twice per year and discussed at Parent's Evenings. For children with a One Plan, parents are invited to a meeting three times per year. For children with an EHCP, the summer term One Plan is held in conjunction with the Annual Review, with paperwork shared with the Local Authority.

If a child makes continued accelerated progress towards their targets, they may be taken off the SEND register. Parents will be notified of this.

Paperwork for children with SEND

Once a child has been identified as having SEND, the following paperwork may be completed:

- A passport of support listing the provision for the child that either exceeds Ordinarily Available or requires increased personalisation.
- A Summary of Support. This document include targets, which are discussed with parents as part of the parent's evening, with copies sent home for reference.

Paperwork for children who then require a higher level of SEND Support (One Plan)

For children who have multiple or complex needs, or are working at a level significantly lower than their peers in spite of appropriate support, a more detailed One Plan may be produced.

To create these, an initial meeting will be arranged between all parties involved with the child. The child themselves will be consulted about their hopes, what they feel is working well, or what could be done to make things better. If appropriate, the child may attend some or all of the planning meeting. The One Plan will be updated termly with full meetings taking place in the Autumn and Summer terms. Teachers meet with the SENCo to update progress in the Spring term and parents are invited to join if they wish.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support, with parental agreement we may apply for the child to be assessed for an EHC Plan. Generally, we will apply for a Needs Assessment if:

- The child has a medical condition which means that they will always need additional support to access learning
- The child's achievements are significantly below their peers, they are not making progress and they require a formalised level of support
- Mainstream education may not be appropriate

Having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean that a child needs an EHCP and it is unlikely that we would request a Needs Assessment unless the child met one or more of the criteria above.

If the application for an EHC Needs Assessment is successful, a member of the Local Authority will notify the school and parents, calling for information from any health or social care professionals who are involved with the family. An Educational Psychologist will visit the child and speak with parents. They will record the child's strengths, their dreams and aspirations as well as the barriers they face following observations of the child in school. A draft plan will then be written and shared with the school and parents before going to a panel to approve the plan. Following this, the LA will produce the EHC Plan which will outline the support needed for the child to succeed.

Teaching and Learning

Curriculum design takes account of the diverse needs, backgrounds and experiences of pupils. Teachers use adaptive teaching approaches to ensure all pupils can access ambitious learning goals. Adaptations are made without unnecessarily narrowing the curriculum or limiting opportunities for challenge and achievement.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND/additional needs are entitled to be taught by their teacher wherever possible, and teachers will ensure that they plan effectively for this time.

When allocating additional LSA time to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed. When considering an intervention, we look first at the child's profile of learning along with relevant assessments in order that we can select the intervention which is best matched to the child.

Targets for children with SEND are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the Inclusion Team who monitor overall progress after the intervention.

- Interventions are usually planned in half-termly or termly blocks
- At the end of each block, children's progress towards their targets is assessed
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

Availability of Resources

Each year a proportion of the budget is allocated to resources to support the development of provision for pupils with special needs. The SENDCo will detail annually any plans for the development and maintenance of resources in an action plan which will form part of the School Development Plan.

- The school currently employs one full-time SENDCo and two full time Pastoral Support staff to manage the needs of pupils with SEND and vulnerable pupils within the school.
- The school currently employs 32 LSAs to implement provision for pupils on the SEND register and provide general classroom support
- LSAs are deployed by the Deputy Headteacher/SENDCo to cover SEND hours and to support pupils' learning on a wider scale.
- Resources are stored in the classrooms, Deputy Head's Office, Rainbow Room, Rainforest Room and the Well-Being Workshop

Role of Learning Support Assistants (LSAs)

Learning Support Assistants are responsible for:

- Directly supporting individuals or small groups of pupils
- Contributing to the implementation of One Plans and contributing to the tracking of progress towards targets
- Contributing to the development of resources for pupils with SEND
- Attending meetings as directed by the Inclusion Team
- Attending training courses to enhance CPD
- Reporting on the progress of pupils with whom they are working either in writing or orally to the class teacher
- Meeting with the class teacher to evaluate progress of pupils and to set new targets with potentially new interventions
- Providing specific support for pupils on the register under the direction of the appropriate agency

Staff Development

Staff are informed and involved in SEND through:

- Staff meetings
- Termly SEND pupil performance meetings with SENDCo
- Directed time given to discuss SEND issues with other staff/SENDCo
- INSET by SENDCo, colleagues from inclusion services or other external agencies as appropriate
- Staff training will support the development of the skills of all teachers in meeting the needs of pupils with special educational needs

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and we do what we can, according to the individual needs of the child, to make transitions between classes, including from pre-schools, as smooth as possible. This includes:

- Home visits
- In-school transitions to new classes

- Opportunities to take photographs of key people and places in order to prepare for the transition where appropriate
- Enhanced transition arrangements are tailored to meet individual needs

Transition to Secondary School

- The secondary school SENDCo is invited to meet with the SENDCo and Y6 teachers to discuss all pupils with SEND
- Additional transition arrangements may be made at these Annual Reviews e.g. extra visits, travel training, application for IPRA etc.

Arrangements for Complaints

At Beckers Green Primary School, we aim to work in partnership with parents to ensure a joined-up approach to meeting each child's needs. Any complaints regarding the SEND provision should initially be discussed with the child's class teacher or raised with the SENDCo, then the Headteacher. If a satisfactory outcome cannot be agreed, parents should follow the steps outlined in the school's complaints policy, available online.

Essex Local Offer

Local authorities are required to set out and publish a 'local offer'. This explains how they will work with parents, local schools and colleges, as well as other services, such as speech and language and the educational psychology service. This will encourage a more joined-up process when delivering services for children with Special Educational Needs & Disabilities (SEND). It will also make the system easier to navigate for families by giving parents more information about the services and expertise available locally and by increasing their choice. You can find the 'local offer' for Essex online.

(www.essexlocaloffer.org.uk)

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

Criteria for Success

As the SEN policy is to be reviewed annually, it will be necessary to specify any criteria that will be used to evaluate its success.

The following are the criteria to be used to evaluate the success of the SEND Policy:

- That everyone knows about the policy and is using it
- That pupils report that they feel safe, valued and included
- That pupils with SEND are identified quickly
- Pupils with SEND make progress from their individual starting points and achieve positive long-term outcomes
- That parents are fully informed and as far as possible involved in supporting their child
- That pupils are well informed and involved in setting targets for children with additional needs
- That provision is matched to pupils' needs
- Participation in clubs, visits, leadership opportunities and enrichment reflects the diversity of the school population.
- Staff demonstrate confidence in implementing inclusive classroom practice
- That there are close links with Essex SEND Operations and other external support services

The outcomes of review of SEND policy will inform the targets set and outlined in the SEND Action Plan.

This policy was agreed by Senior Leaders on **17/07/2026** and passed by Governors in October.

The SEN Code of Practice 2014

A person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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 in mainstream schools. (Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xii)

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (such as speech and language therapy)

There are four broad categories of SEND:

1. Communication and interaction (e.g. autistic spectrum and language disorders)
2. Cognition and learning (e.g. specific learning difficulties, Global Developmental Delay)

3. Social, emotional and mental health (e.g. ADHD, ADD, attachment disorders, emotional disorders, mental health difficulties)
4. Physical and sensory (e.g. hearing or visual impairment)

Other factors which may impact on progress and attainment but that are not considered SEN are:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Learning English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Keeping Children Safe in Education 2025 (KCSIE),

All staff receive the appropriate level of safeguarding training and adhere to the school safeguarding policy – and have an understanding and awareness of the implications on safeguarding of children with SEND. This will include any reports of abuse involving children with SEND requiring close liaison with the DSL/DDSL (SENCo), with consideration also given for extra pastoral support and attention.

We recognise the benefit of providing early help with special consideration to, not exhaustively, the following range of vulnerable people:

- Those with disabilities, certain health conditions or specific additional needs
- Those with SEND
- Those with mental health needs
- Young carers
- Those who show signs of being drawn into anti-social or criminal behaviour
- Children who are frequently missing from school, home or care
- Those who have experienced multiple suspensions and/or are at risk of permanent exclusion
- Those at risk of modern slavery, trafficking, sexual or criminal exploitation
- Those at risk of being radicalised or exploited
- Children with a parent or carer in custody or who is affected by parental offending

- Those living with families who present with challenges such as drug or alcohol misuse, adult mental health challenges or domestic abuse
- Those at risk of so-called 'honour-based abuse'
- Children who are privately fostered

Schools remain responsible for the safeguarding of pupils in alternative provision, with an emphasis on providing additional pastoral support for children with SEND.