



Kendall Church of England

Primary School

The SEND and Inclusion Policy
relating to Kendall C of E Primary School
was approved by the Governing Body
Spring Term 2025

Our ethos at Kendall CE Primary School

At Kendall CE Primary we are proud of our achievements and continue to deliver an ambitious, broad and balanced curriculum which allows children to enjoy school, be challenged to achieve their best and to consider their time at the school as their own 'learning adventure'. This applies to all children from any starting point including those with Special Educational Needs and/or disabilities. We have high expectations for all our children and do so by taking into account their varied life experiences and needs, in order to make any reasonable adjustments to our curriculum so that no child is disadvantaged. We strive to provide inclusive education for all including in Learning Outside the Classroom and our extensive Forest School provision by making reasonable adjustments that meet the needs of the individual child. This ethos reflects our duties under the Equality Act 2010 to anticipate need, make reasonable adjustments and eliminate discrimination for pupils with disabilities. We recognise that children with SEND may be more vulnerable to safeguarding risks and ensure that inclusive practice is underpinned by robust safeguarding procedures.

As highlighted in our recent Ofsted inspection which categorised the school as outstanding in all areas:

"Pupils with special educational needs and/or disabilities (SEND) thrive in this inclusive school. The expertly trained staff know their pupils well. They ensure that pupils receive the most appropriate support. This means that pupils with SEND access and succeed in the same learning as their peers."

Ofsted Inspection report for Kendall CE Primary School June 2025

The aim of this SEND Policy

In line with the Department for Education 2015 document 'Special educational needs and disability code of practice: 0 to 25 years', and in line the Children and Families Act 2014, all schools must publish information about the implementation of the policy for pupils with SEND.

This SEND policy aims to explain to all those in our school community how we:

- Ensure all pupils have access to our ambitious, broad and balanced curriculum;
- Provide a differentiated curriculum appropriate to the individual's needs and ability;
- Ensure the identification of all pupils requiring SEND provision as early as possible in their school career;
- Create an environment where pupils can contribute to their own learning, where they feel safe and where they feel listened to;
- Make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the building and all aspects of school life;

- Ensure that where appropriate to their needs children with SEND take part in school activities alongside their peers;
- Work closely with parents/carers and pupils, actively inviting their views and participation;
- Ensure that staff have access to high quality training to ensure that they can meet the pupil's needs;
- Support pupils with medical conditions to achieve, where appropriate to their need, full inclusion in school activities by ensuring consultation with health and social care professionals;
- Work closely with the Local Authority and other outside agencies, to ensure that there is a joined-up approach to meeting the needs of all learners.

Definition of Special Educational needs and/or disability (SEND)

Definitions of Special Educational Needs are taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special education provision to be made.

A child is considered to have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age from the same starting point, this is generally considered when a child's learning needs cannot be met by Ordinarily Available provision.
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other mainstream schools within the local authority.
- Having a specific diagnosis, for example ASD or ADHD, does not necessarily imply a child has a learning difficulty and therefore does not automatically mean that they are considered to have one.

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

What are the areas of Special Educational Needs?

The 2015 SEND Code of Practice identifies four main areas within which children may have SEND. Some children have more than one area of need and therefore may require additional support spanning more than one area of need.

- **Communication and Interaction** – Children may have difficulty with expressing themselves or understanding what others are communicating to them.
- **Cognition and Learning** – children may have difficulty with acquiring the skills needed in order to learn information in a single area such as English or maths or across many areas.
- **Social, Emotional and Mental Health** – Children may have difficulties with regulating their emotions, behaving appropriately and understanding the world around them.
- **Sensory and/or physical** – Children may have a hearing or vision impairment which may impact on their schooling, they may have a medical or health condition which may impact upon them.

The Essex Local Offer

Each school within a Local Authority must detail its own provision for children with SEND which includes this SEND policy and in conjunction with the SEND information report document but also comes under the Local Offer set out by Essex County Council.

The Local offer is published as part of the SEND reforms and gives information about local support for children and their families. It is aimed at providing information about and for children and young people with SEND, their families and also for practitioners and professionals.

You can find the Local offer at <https://send.essex.gov.uk/>

Who is responsible for SEND within Kendall CE Primary School?

Each school must have a qualified, named Special Educational Needs Coordinator (SENCo). At Kendall CE Primary School this is Mrs Jane Smith who is a qualified teacher with additional qualifications of SENCo, Advanced SENCO in education and leadership and is a qualified Thrive therapeutic practitioner. The role of the SENCo is to coordinate the provision and day to day running of SEND within the setting.

The Head teacher, Mrs Clare French, is responsible for overseeing the role of the SENCo as are the governing body. Shailesh Nair is the named governor for SEND who meets termly with the SENCo for monitoring purposes.

Although, these roles are held within the school the implementation and identification of SEND is the responsibility of all teachers in collaboration with the SENCo.

How we identify the need for targeted support and/or specific adaptations and reasonable adjustments

Throughout your child's school career, they will be carefully monitored through daily performance, observations and formal and informal assessments by the teaching staff within the setting. These build a profile of the needs of your child and allow the school to

consider the progress that your child is making. This is often the way in which we can identify that your child may require additional support and/or specific adaptations.

Early identification of pupils with SEND is a priority as early intervention is key in the support for children to reach their full potential. Due to this the school use appropriate screening and assessment tools to ascertain pupil progress at multiple points throughout the school. We use a combination of the following for all children:

- Evidence obtained by teacher observations and formal and informal assessments;
- Baseline assessments and screening on entry into the Early Years Foundation Stage (EYFS);
- Evidence from EYFS Assessments in accordance with the statutory framework for the Early Years Foundation Stage;
- Termly Standards meetings with class teachers and Senior Leadership Team, including SENCo;
- Pupil performance in National Curriculum subjects judged against assessment requirements including Early Years foundation Stage profile, end of Year 1 phonics screening check, end of Year 4 Multiplication tables check and end of year 6 SATS.

Where we believe that a child may require additional support and potentially has SEND we would use appropriate evidence based screening and assessment, as recommended by the Local Authority, to identify the needs of the child. These may include:

- **Speech and Language screening and assessments:** Wellcomm screening, British Picture Vocabulary Scale, The Renfrew Language Scale, CLEAR Phonology Screen Assessment.
- **Cognition and Learning assessments:** Essex Educational Psychology Service Maths Intervention Assessment grid, The Basic Number Screening Test, Sandwell Early Numeracy Test, Phonological Awareness Assessment, Phonological Assessment Battery (PHaB 2), Essex Accuracy and Fluency Assessment of Literacy Skills (AFALS), Single Word Reading Test, Single Word Spelling Test, Single Sentence Reading Assessment.
- **Autism Spectrum/Social Communication assessments:** Autism Education trust Framework and Sensory Assessment.
- **Social, Emotional and Mental Health assessments:** Essex Trauma Perceptive Practice Six Core Strengths Assessment Tool, Observation and Functional Behaviour Analysis using STAR observations, Stirling Wellbeing Scale, The Thrive Approach Assessment, The Boxall Profile.
- **Physical assessments:** NHS Warwickshire Occupational Therapy Assessment, Visual Stress Assessment.

Outside agencies

After initial identification of need has taken place within the setting it may be deemed appropriate in agreement with parents/carers for a referral to be made to outside agencies for further assessments to take place. This may mean referring to the Community

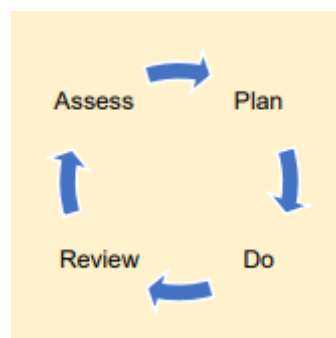
Paediatrics Team, Speech and Language Team, Occupational Therapy Team, seeking medical support from their GP, Children and Adolescent Mental Health Services (CAMHS), Inclusion Partner, Link Educational Psychologist or other external services available through the Local offer.

The Graduated Response to SEND

Where a child is identified as having SEND, parents/carers will be formally advised of this and in collaboration with the parents/carers a decision will be made to add the child to the SEND register. The aim of fully identifying a pupil with SEND is to help the school ensure that effective provision is put in place and effective external support can be accessed to remove barriers to learning.

All children have access to high quality inclusive teaching through Ordinarily Available Provision. This is where teaching staff take steps to differentiate the learning to better support pupils. This may require an adjustment in the style of teaching adopted with a child or additional scaffolding resources may be used to support the child with their learning. It may also include the child requiring additional intervention as a reasonable adjustment to meet their needs. This is part of the cycle of monitoring the children and their progress and does not mean that the child is placed on the SEND register but that the school is monitoring the child's response and progress to this support in order to access if more specific targeted support is required.

If a child requires targeted support as their needs are not met by the Ordinarily Available provision and they are added to the SEND register, the school will adopt the appropriate level of response as described in the SEND Code of Practice (2015) and in collaboration with the parents/ carers will set out the agreed plan within a One Plan meeting. The graduated response forms a four-part process: Assess, Plan, Do, Review:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grow. The repeated nature of the cycle enables identification of those interventions which are most effective in supporting the child to achieve good levels of progress and outcomes. This is also referred to as 'One Planning'.

Assess

This involves clearly analysing the child's needs using the class teachers' assessments and experience of working with the pupil, the details of their previous progress and attainment

as well as the views and experience of the child and parents/carers. This is where additional assessments may be necessary to clearly identify the child's needs.

Plan

Planning involves consultation between the teacher, SENCo, parents/ carers and the child to agree the appropriate adjustments, interventions and targeted support that are required. The plan will include the impact on progress that is expected, development and /or behaviour that is expected and a clear date for review. The plan may also involve outside agencies such as Inclusion Partner, Link Educational Psychologist, Social Workers, Medical advisors and other external agencies.

The plan is recorded in the form of a 'One Plan' document which is shared with staff, parents/carers, the child and where appropriate outside agencies.

Do

The class teacher remains responsible for working with the child on a day-to-day basis and they will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. Teachers will work closely with Learning Support Assistants to deliver targeted interventions and ensure links with classroom teaching. The SENCo will maintain responsibility for the majority of the training required to effectively deliver the interventions, occasionally this may require external agency support.

Review

Reviews of all interventions will be made regularly, mainly termly or where standardisation is required bi-annually. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents/carers. The class teacher will continue to review the progress of the child and the SENCo will review specific progress against interventions.

The graduated response cycle/ one planning cycle is undertaken termly and parents/carers should expect to be able to meet with the SENCo to review these plans termly.

One planning process

Each term the class teacher, Learning Support Assistants (LSA) and SENCo will review the progress of each child upon the SEND register, undertaking appropriate assessments to measure progress. The class teacher, LSA and/ or SENCo will also meet with the child to review their views and progress. The parents/carers will be contacted and invited to make an appointment at a convenient time to them to discuss the progress made and the next steps.

The class teacher and SENCo are also available to be contacted throughout the term if parents/carers have additional queries and appointments can be made virtually, via phone or in person.

Education Health Care Plan (EHCP)

Some children, who have lifelong or very high and complex need may require an Education, Health Care Plan Needs Assessment (EHCPNA) to assess if they meet the threshold for Local Authority (Essex County Council) support via an agreed EHCP. This is where the complexity of need or lack of clarity around the need/s of the child are such that a multiagency approach to assessing that need, to planning the provision and identifying resources is required.

An EHCPNA can be requested by the school, parent/carer, health or social care. Typically, it would be requested in agreement with the school and in collaboration with all relevant professionals already involved with the child. The application for an EHCPNA will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCo
- Inclusion Partner, where they have had involvement
- Link Educational Psychologist, where they have had involvement
- Social Care, where they have had involvement
- Health Professionals, where they have had involvement.

Information will be gathered relating to the current provision provided, action that has been taken and impact and the preliminary outcomes of targets set.

This documentation and supporting evidence are sent to Essex County Council and is heard by a panel where a decision is made whether or not the child is eligible for a Needs Assessment to establish if they require an EHCP. This process typically takes 6 weeks to be decided. Statutory timescales apply; however, there may be occasions where these are exceeded due to factors beyond the school's control.

Parents/carers have the right to appeal against a decision made by the Education, Health and Care panel if they do not agree with the outcome.

If it is agreed that a statutory Needs Assessment will be undertaken the school, child and parents/carers will be involved in developing and producing a statutory plan alongside an Educational Psychologist and other external agencies if deemed necessary. This part of the process should be met within a 20-week period, however, due to ongoing difficulties within Essex County Council this time scale may be longer at the current time. It is not until the end of this process that it is agreed or not whether an EHCP will be issued for the child. Currently due to a national shortage of Educational Psychologists, who are required for the process of compiling an EHCP, many children are waiting far longer than the 20-week period that is described and this is more likely to take at least 40 weeks.

Parents/carers have the right to appeal against a decision not to issue an ECHP as well as the right to appeal the content of the plan. Parents/carers may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will create part of the child's formal record and influence the provision necessary to meet the child's individual needs. It will be reviewed annually by the school and parents/carers taking into consideration views of the child, external agencies and representatives from the Local Authority. The annual review enables provision for the child to be evaluated and where appropriate for changes to be put in place, for example reducing or increasing levels of support to meet the individual needs of the child.

For further information on the process and documentation necessary for an EHCPNA see the Essex County Council SEND website <https://send.essex.gov.uk>

SEND provision at Kendall CE Primary School

The One Planning process creates a plan with all parties involved which allows the school to implement the appropriate support for the child's needs and aims to allow the child to make progress from their individual starting points. Progress is the crucial factor in determining the continual need for additional targeted support and influences the type of support that is implemented. This is all considered on an individual basis and so the support for each child is individualised. Adequate progress varies from child to child and is based upon their initial starting point and their ongoing need but generally would be considered as the following:

- Progress which narrows the attainment gap between pupils and peers;
- Progress which prevents the attainment gap from widening;
- Progress which is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- Progress which equals or improves upon the child's previous rate of progress;
- Progress which ensures where compatible with need full curricular access;
- Progress which shows an improvement in self-help and social or personal skills;
- Progress which shows improvements in the pupil's behaviours.

How we include children who have identified SEND within the school

Pupils identified as having SEND are, as far as it suits their individual needs, fully integrated into the mainstream setting and education with their peers. Every effort is made to ensure that they have full access to the breadth of the curriculum and reasonable adjustments will be made where it is deemed necessary to do so. Where it is detrimental to the child's needs or to the needs of the other children within the setting the SENCo will meet with teaching staff and parents/carers to discuss individual support arrangements which may be necessary. There may also be the need to call upon wider agency support such as the schools Inclusion Partner, Link Educational Psychologist, medical professionals and specialist teaching teams for additional advice and support in making appropriate amendments to curriculums to meet need.

Also see our Accessibility Plan which details specific access arrangements for children and adults with physical and neurological difficulties which impede upon their ability to carry out normal day-to-day activities.

English as an Additional Language (EAL)

For those pupils whose first language is not English, the school will collect data on the child's ability to use English using the Bell Foundation assessment tool. This information and observations from teaching staff will ascertain if the child needs additional support for their language learning needs. Where a child requires additional support for learning English this is not considered as SEND, however a child who has EAL may also have SEND and therefore will also be assessed and monitored in the same way as all other children with consideration given to their language needs. At Kendall CE Primary School we use the Racing to English scheme and Twinkl resources to support children who require additional support for learning English so that it is not a barrier to their education.

Resources

The SENCo, SLT and Governing Body ensure that resources are allocated to support appropriate provision for all pupils, within budget constraints. The budget is regularly reviewed and the school ensures all money allocated via EHCP or Individual Pupil Resource Allocation (IPRA) is used appropriately to support the needs of those requiring reasonable adjustments.

Support resources are decided on an individual basis and may include deployment of human resources such as additional teaching or LSA support, access to additional resources/materials to aid teaching and learning, access to additional resources/materials to help meet the needs of the child all according to the priorities identified during the one planning process.

Admission arrangements

The admission arrangements for all children are in accordance with national Legislation, including the Equality Act 2010. This includes children with any level of SEND; those with EHCP and those without. The school will work in conjunction with parents/carers and Essex Country Council to identify where need can or cannot be met within our provision.

Working in partnership

At Kendall CE Primary School we pride ourselves on developing strong partnerships with all parents/carers within our community and understand that this is the most effective way to support the children who attend the setting. We recognise that parents/carers have a unique overview of the child's needs and that this gives them a key role in the partnership. Our primary aim is to work in partnership with parents/carers by:

- Keeping them informed and giving support during assessment and any related decision –making process about SEND provision;
- Working effectively with all other agencies supporting the children and their families;

- Giving them opportunities to plan an active and valued role in their child's education;
- Making them feel welcome and valued;
- Ensuring that they have appropriate communication aids and access arrangements and providing information in an accessible way;
- Encouraging them to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- Instilling confidence that the school will listen and act appropriately;
- Focussing on the child's strengths as well as their areas of additional need;
- Allowing them opportunities to discuss ways in which they and the school can help their child;
- Agreeing and reviewing plans and supporting the one planning process collaboratively.

We also recognise that for parents and carers whose children have SEND this can be a difficult journey and therefore we provide termly SEND Support group meetings at the school for parents and carers to come together and share training, best practice and local support networks that are available.

Key Staff

All staff are responsible for the needs of all children within our setting and your child's class teacher should always be the first contact point for any matters, including SEND, for your child.

Class teachers and LSAs are key staff in the implementation of provision, including interventions, for all children.

Mrs Clare French the Head Teacher.

Mrs Jane Smith the Special Educational Needs Coordinator (SENCo). Contact number: 01206 794634 or email address: Smithj@kendall.essex.sch.uk

Mr Shailesh Nair, Vice chair of governing body and Governor for SEND.

Roles and responsibilities of the key staff for SEND

The role of the SENCo

The SENCo plays a crucial role in the school's SEND provision. This involves working with the Head Teacher, Governing Body and all staff to determine the strategic development of the SEND policy within the school and ensure that it responds to and meets the needs of the children that make up the school. Responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the policy;
- Co-ordinating the provision for pupils with SEND;
- Liaising with and advising teaching staff;

- Arranging and learning one planning meetings for pupils with complex needs and some with additional needs;
- Line managing Learning Support Assistants;
- Overseeing pupil's SEND records;
- Liaising with parents/carers;
- Planning and delivering relevant high quality professional development for staff or liaising with appropriate agencies for training;
- Liaising with external agencies, Local Authority services, Health and Social Services and voluntary bodies.

The role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Determine general policy and approach to provision for children with SEND;
- Approve staffing and funding arrangements;
- Maintain oversight of school's work;
- Monitor the School Development Plan which incorporates elements of the SEND Action Plan and Accessibility Plan;
- To challenge the Head teacher, SENCo and staff in ensuring that each child receives the quality of education that they deserve.

The role of the Head Teacher

The Head Teacher's responsibilities to pupils with SEND include:

- Overseeing the management of all aspects of the school including the SEND provision;
- Keeping the Governing Body well informed about SEND within the school;
- Working closely with the SENCo and staff delivering SEND provision.

The role of the Class Teacher

The SEND Code of Practice 2015 clearly acknowledges the importance allocate to the class teacher in the provision of SEND and highlights that the responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for SEND pupils;
- Ensuring that reasonable adjustments are carried out to meet the needs of children within their class;
- Collaborating with the SENCo to decide the action required to assist the child and collating information and assessments of the child;
- Working with SEND pupils on a daily basis to deliver their individual programmes;
- Developing and maintaining constructive relationships with parents/carers;
- Undertaking Professional Development in all areas of SEND provision;
- Playing a key role in the one planning process including arranging and delivering one planning meetings for children who do not have High Levels of Need;

- Supporting the LSA within their class to fulfil their role by following and implementing Provision Maps;
- Implementing the school's SEND policy.

The role of the LSA

- To communicate concerns about individual children to class teacher/ SENCo;
- Implement interventions and support using Provision Map, under the guidance of the class teacher/ SENCo;
- Record progress appropriately;
- Contribute towards planning and collating or making resources for activities to support children's learning;
- Provide strategies to enable children to work independently of adult intervention where possible;
- Attend training to meet children's needs and respond appropriately to guidance;
- Contribute to assessment of all children;
- Deliver small group and individual sessions with guidance.

SEND training

The SEND action plan responds to the ever-changing needs of the children within the school and support the SENCo and Senior Leadership Team in developing and accessing suitable training for staff. Some of this training is delivered through staff meetings and LSA meetings while other training may require additional outside agency support. Class teachers and LSAs are given time and support to develop their knowledge, skills and understanding in relation to SEND through a range of professional development opportunities which include attending courses, school-based training, individual and small group discussions and opportunities to partake in and be part of observations and feedback.

The SENCo undertakes all relevant Local Authority training that is offered to the school in addition to training funded by the school such as The Thrive Approach training to maintain Practitioner level license, undertaking the Advanced SENCo Qualifications and other privately funded courses that may be relevant to support the school in meeting individual need.

The SENCo is also responsible for the running of the Colchester Communication hub 2023–2026 and works closely with the Speech Language and Communication strategy team in the local authority to provide training within Kendall and the local community including to nursery settings, childminders and parents.

Evaluating the success of the SEND policy

The SEND governor, Shailesh Nair, will meet with the SENCo termly to review the success of the implementation of the policy. In addition to this the Governing Body evaluate the success of the policy in their regular meetings where they have regular SEND updates as well as the Chair of Governor's meeting weekly with the Head Teacher where any current SEND needs can be identified and discussed in a timely manner.

In accordance with statutory requirements, the school publishes an annual SEND Information Report which can be viewed on the school website. This document details how help and support for pupils with SEND operates at Kendall CE Primary School and is aimed at parents/carers.

Complaints procedure

Our school has a complaints policy which can be found on our website. SEND complaints are also included within the terms of this policy. Concerns should always be raised with the class teacher, Head Teacher or in the case of SEND matters SENCo primarily. If the issue remains unresolved and the complainant wishes to make a formal complaint then they should follow the procedure as laid out in the complaint policy, found on the school website, or a copy can be requested from the school office.

Links with external agencies and organisations

The school recognises the very important role that external support services make in assisting to identify, assess and provide for SEND children. The Essex Local offer webpage <https://send.essex.gov.uk> is an excellent source of support and information about services locally that can be helpful to families as is the Essex InfoLink service:

<https://schools.essex.gov.uk/Pages/EssexSchoolsInfolink.aspx>

When it is considered helpful colleagues from the following support services are also requested to be involved with SEND children within our setting:

- The Child First Trust
- Medical professionals
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- School Nurse team
- Specialist Teaching Hearing and/or Vision impairment services
- The Local Authority – Inclusion Partner, Link Educational Psychologist, Engagement Facilitator.
- Social Services
- SENCos and SEND professionals in other local schools.