# Laindon Park Primary School & Nursery

# SEND Policy

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| **Approved by:** | LGB | **Date:** | June 2026 |
| **Last reviewed on:** | June 2026 | | |
| **Next review due by:** | June 2027 | | |

Ethos and Values

Laindon Park Primary School and Nursery is an inclusive setting committed to meeting the needs of all pupils. We believe in ensuring all pupils achieve the best possible outcomes through the provision of a safe, caring, and supportive environment. This policy outlines how

the school identifies, supports, and monitors pupils with Special Educational Needs and Disabilities (SEND).

Aims and objectives

It is our aim that all pupils with additional educational needs and disabilities reach their full potential.

• To ensure early identification of SEND through robust assessment systems.

• To provide a graduated approach to support through Quality First Teaching and targeted interventions.

• To ensure interventions form part of a continuous cycle of planning, action, review and evaluation to enable all pupils to learn and progress.

• To ensure equality of opportunity and access to a broad, balanced curriculum.

• To promote independence, resilience, and confidence.

• The SENDCO and class teachers will work with parents to support their child's education.

Definitions of SEND

In line with the SEND Code of Practice (2015), a pupil is identified as having SEND if they have a learning difficulty or disability that requires special educational provision.

The four areas of need are:

• Communication and Interaction

• Cognition and Learning

• Social, Emotional and Mental Health (SEMH)

• Sensory and/or Physical Needs

Roles and responsibilities

The SENCO: Miss H Galvin

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- The SENCO works closely with the Designated Safeguarding Lead to ensure that safeguarding concerns for pupils with SEND are identified and acted upon promptly.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

Class teachers

Each class teacher is responsible for:

The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake regular training.

Identification, Assessment, and Provision

The identification of pupils with SEND is built into our overall approach to monitoring the progress and development of all pupils: a cycle of ASSESS – PLAN – DO – REVIEW. All pupils are assessed on entry into Laindon Park Primary School & Nursery and their subsequent progress is jointly reviewed termly by class teachers/headteacher/SENDCO. Where pupils are identified as making less than expected progress, additional intervention and adaptive teaching is planned and carried out.

Graduated Approach

Support follows a cyclical process: Assess, Plan, Do, Review. This ensures provision is responsive and tailored to individual needs.

Quality First Teaching

All teachers are responsible for meeting the needs of all learners through adaptive teaching, scaffolding, and inclusive strategies within the classroom.

Targeted and Specialist Provision

Additional intervention programmes, small group work, and specialist support are used where necessary. External agencies provide further assessment and guidance when required.

Education, Health and Care Plans (EHCPs)

Where a pupil has significant needs, the school will work in partnership with parents and the Local Authority to apply for an EHCP.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions regularly
- Using pupil and parent questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

Working with parents

The school is committed to working in partnership with parents and carers to help pupils achieve their potential. Parents and carers are equal partners in planning and reviewing provisions.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

The school ensures full inclusion in line with the Equality Act 2010, making reasonable adjustments where necessary.

This policy reflects ongoing national SEND and Alternative Provision reforms aimed at improving inclusion, consistency, and early support. It aligns with the government's focus on strengthening early identification, ensuring timely and appropriate intervention, and creating a more equitable system for children and young people with SEND. The reforms emphasise high-quality teaching as the first step in support, improved collaboration between education, health and care services, and clearer accountability for outcomes. At Laindon Park Primary School and Nursery, we are committed to embedding these principles by promoting inclusive practice, reducing barriers to learning, and ensuring that every pupil receives the right support at the right time to achieve their best possible outcomes.

The school cooperates with the Local Authority in reviewing and developing the Local Offer, as required under the Children and Families Act 2014

## Monitoring arrangements

This policy and information report will be agreed by the LGB every year. It will also be updated to ensure compliance with the latest SEND Code of practice. The school publishes a SEND Information Report annually in accordance with Schedule 1 of the SEND Regulations 2014, which is available on the school's website.

## Legislation and Statutory Guidance

This policy has been written with regard to the following legislation and statutory guidance:

- The Children and Families Act 2014, which sets out the legal framework for supporting children and young people with special educational needs and disabilities (SEND)
- The Special Educational Needs and Disability Code of Practice: 0–25 years (2015), which provides statutory guidance for schools and requires that settings *have regard to* its principles when meeting the needs of pupils with SEND.
- The Equality Act 2010, which places duties on schools to make reasonable adjustments, promote equality of opportunity and eliminate discrimination for pupils with disabilities.
- The Keeping Children Safe in Education (KCSIE) (latest version) statutory guidance, which outlines schools' responsibilities to safeguard and promote the welfare of all pupils, recognising that children with SEND may be more vulnerable to safeguarding risks.
- Relevant Department for Education statutory guidance, which schools must follow unless there is a clear and justifiable reason not to do so, ensuring consistency with national expectations and best practice.

## Linked Documents

- SEND Information Report
- Local Offer
- Equality Policy
- Accessibility Plan
- Teaching and Learning Policy
- EEF Research