



# White Hall

Academy & Nursery

## **Additional and Special Educational Needs, Disabilities, and Inclusion Policy**

Signed by:

_____	<b><u>Headteacher</u></b>	Date: _____
_____	Chair of governors	Date: _____

## Review Framework

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

This policy was updated      1<sup>st</sup> February 2026

Next review date:              March 2027

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

At White Hall Academy, we have high expectations and set suitable targets for all pupils.

In this school a special educational need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 Years.

All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Education and Health Care Plan (EHCP)

## Terms

- SEND refers to a Special Educational Need and disability.

*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.*

**2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv**

- AN refers to an Additional Need. Not identified as a Special Educational Need but a need none the less that is creating a barrier to learning. This could include a social need.
- ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school.

## Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with ASEND (see also curriculum and assessment policies)
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents
- To communicate with the Governing Body to enable them to fulfil their monitoring role with

regard to the Policy Statement for ASEND

- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

### **Responsibilities and Resources**

The Special Needs Co-ordinator (SENCO), in collaboration with the Head teacher and Governing Body, takes responsibility for the operation of the SEND policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENCO also provides professional guidance to colleagues to secure high quality teaching for pupils with SEND.

At White Hall Academy, the SEND/Pastoral Support Team comprises:

Lead SENCO	Mrs Helen Pearce
Deputy SENCO	Mrs Gertrude Odotei
Reception SENCO	Mrs Louise Warland
Pastoral Support Co-ordinator	Miss Suzy Watts
Learning Mentors	Miss Nicki Leavens
Emotional Literacy Support Assistant (ELSA)	Miss Kelly Mann
Family Liaison Worker	Mrs Tracy Davis
SEN Admin Assistant	Mrs Lorraine Batt

The SENCO team have responsibilities for particular year groups:

Louise Warland	Reception
Gertrude Odotei	Year 1 and Year 2 (Key Stage 1)
Helen Pearce	Year 3, Year 4, Year 5, and Year 6 (Key Stage 2)

The SENCO responsibilities include:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with, and advising, other staff
- Helping staff to identify pupils with SEND
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEND

- Supporting class teachers in devising strategies, drawing up Personal Support Plans (PSPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies (Education support services and Health and Social Care), arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g., class-based assessments/records, end of year QCA tests and SATs
- Monitors and evaluates the SEND provision, and reports to the governing body
- Contributes to the in-service training of staff
- Managing learning support staff/teaching assistants
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- Liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

The SENCO attends any Essex SENCO update meetings, the local Tendring cluster network meetings, and is also part of the Essex Lead SENCO Team.

The SENCO provides a termly report to the SEND Governor that includes changes to the SEND register and the impact of interventions.

The SENCO holds a Master of Arts in Education (Special Educational Needs & Inclusive Education) degree qualification, as well as a Bachelor of Education (Hons) degree qualification, and Qualified Teacher Status.

The Deputy SENCO and Reception SENCO both hold the National SENCO Award qualification, as well as Qualified Teacher Status and degree qualifications.

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ASEND. The Head teacher works closely with the SENCO and keeps the Governing Body fully informed of ASEND issues, providing an annual ASEND Information Report. The content of the report is specified at section 6.79 of the *Code of Practice 2014: 0 to 25 years*.

The Governing Body - the duties of the Governing Body are set out in the Children and Families Act 2014 Section 29 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years, June 2014.

### **Staff Training**

A comprehensive programme of Continuing Professional Development for ASEND is planned according to the school pupil profile.

### **Facilities for Pupils with Special Educational Needs**

The school is a building without steps and stairs, the demountable building has a disabled access ramp and there are disabled toilets throughout the school. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the *Code of Practice 2014: 0 to 25 years* in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching in different areas around the school; these include two small Therapy rooms, an ELSA room, and a Learning Mentor room, as well as a Nurture Dog shed, a Sensory shed and additional provision rooms The TeePee room, The Rainbow Room, The Meadow, and the Den.

The TeePee Room is a targeted, nurture-based provision within the mainstream setting for a small group of pupils (maximum of five) with significant social, emotional and mental health (SEMH) needs who experience difficulties with emotional regulation. This provision forms part of a wider nurture offer including The Den, The Meadow and The Rainbow Room, all supporting pupils with EHCPs or those awaiting SEND needs assessment. All of the additional provisions are underpinned by the Therapeutic Thinking/Positive Practice (TPP) approach and the 6 Core Strengths, and provide a predictable, low-stimulus environment where pupils feel safe and supported with a focus upon regulation, co-regulation and emotional development.

All members of the school community, including pupils, are invited to inform the school of any disability they have.

The Equality Policy and the Supporting Pupils with Medical Conditions Policy should be read in conjunction with this policy.

### **Resources**

Delegated funding for pupils with an Education, Health, Care Plan is mainly used to pay salaries for appropriate support staff.

Other devolved funding is allocated to support the needs of pupils with Additional Needs where required.

Pupil Premium money is carefully allocated to support the children to whom it is targeted.

Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the pupil profile.

### **Identification, Assessment and Review**

The school follows the SEND *Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment, and review of pupils with special educational needs. The four key actions are:

- Assess:** the class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEND support.
- Plan:** parents must be notified wherever it is decided that a pupil is to be provided with SEND support.
- Do:** the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
- Review:** the effectiveness of the support should be reviewed in line with the agreed date.

Pupils receive an adapted curriculum and those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCO. The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCO, or Head about a child with a potential SEND or other barrier to learning. The school also welcomes concerns raised by parents to ensure a collaborative approach.

We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

In school we use a range of assessment data e.g., relevant family/medical history, Foundation Stage Profiles, Pre Key Stage Scales, Personal Support Plans, Teacher Assessments, Screening Tests, SATs results, Teaching Assistant assessments, reading/spelling phonological awareness tests; behaviour observations recorded in a diary, etc. A range of diagnostic tests are used as appropriate.

### **Additional Needs**

Pupils who fail to make expected progress on the basis of accumulated evidence are first provided with Additional Needs and Ordinarily Available support, within class, and closely monitored by the SEND team.

### **Special Educational Needs**

If necessary, the child will be placed on the Special Educational Needs and Disabilities register, in consultation with parents/carers and a Personal Support Plan (PSP) drawn up as part of the One Planning format, as followed by Essex SEND; Essex One Planning is a way to complete the graduated approach (assess, plan, do, review) in a person-centred way, which means that we put the child or person's needs first. The PSP format in use allows for close monitoring of progress and is reviewed termly. If a pupil fails to make the expected progress, advice may be sought from external agencies, which may include social as well as educational services, to inform effective intervention.

If a child is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms.

All class teachers have a summary of their responsibilities for pupil's identified as having Additional and Special Educational Needs in the Class SEND file in each class. This file also contains a list of SEND pupils

in the class and additional ASEND information where appropriate e.g., characteristics of dyslexia, etc. Pupils' PSPs are also kept in the Class SEND file.

#### **Four Categories of SEND – Broad Areas of Need**

1. *Communication and Interaction*, including:
  - SLCN (Speech, Language and Communication Needs)
  - ASD (Autistic Spectrum Disorder)
2. *Cognition and Learning* - when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
  - MLD (Moderate Learning Difficulties)
  - SLD (Severe Learning Difficulties) - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
  - PMLD (Profound and Multiple Learning Difficulties) – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
  - SpLD (Specific learning Difficulties) affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia
3. *Social, Emotional and Mental Health Difficulties*. They include:
  - A wide range of difficulties that manifest themselves in many ways e.g., becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained
  - ADD (Attention Deficit Disorder)
  - ADHD (Attention Deficit Hyperactive Disorder)
  - Attachment Disorder
4. *Sensory and/or Physical Needs*, including:
  - Vision Impairment
  - Hearing Impairment
  - Multi-Sensory Impairment
  - Physical Disability

#### **Review Meetings**

Review meetings are held termly for all pupils on the SEND register, either through the Termly Learning Conference (TLC) session with the child's class teacher, or an additional meeting with a member of the SENCO team. Support plans are reviewed by class teachers and parents/carers, and pupils, are invited to attend a meeting with the SEN Team to discuss the support in place and any concerns. Representatives

from external support agencies may also be invited, if appropriate.

For pupils with an Education, Health, Care Plan (EHCP), reviews will also be held termly, either through the Termly Learning Conference (TLC) session with the child's class teacher, or an additional meeting with a member of the SENCO team, or more frequent depending upon need. An Annual Review is also held once a year to review progress towards objectives/outcomes outlined in the EHCP. A copy of the review meeting report is sent to all invitees, including parents/carers, and the Essex SEND Operations Team.

### **The SEND Register**

The register is updated half-termly to take into account summative assessment results. Class teachers who wish to nominate additional pupils, to be placed on the register, will provide the following evidence to the SENCO:

- Record of Concern
- Results from any curriculum tests
- Evidence of strategies already in place
- National Curriculum level
- A piece of unaided work from the curriculum area deemed to be problematic
- Other relevant information e.g., medical, family circumstances, etc.
- Overall, Teacher Assessment that shows the pupil is working at a level that is below the national expectations for their age or is progressing at a slower pace

### **What are the Criteria for Placement on the SEN Register?**

Reasons for your child being placed on the SEN register can include:

- making little or no progress
- difficulty developing literacy and/or numeracy skills
- persistent Emotional/Social difficulties despite behaviour management strategies or an individualised programme
- little or no progress with sensory/physical difficulties despite specialist equipment and/or advice
- little or no progress with communication/interaction despite a differentiated curriculum
- additional needs that can be met 'in-house' but are still different from or additional to the peer group
- achieved National Curriculum levels/Foundation Phase Outcomes substantially lower than expected
- has ongoing communication issues
- has a diagnosed disorder that requires additional support e.g., ASD or ADHD

- additional needs are significant enough to require the involvement of external agencies or therapeutic service

The school tries to reassure parents that if their child is placed on the SEN Register, it is a good way of ensuring their child gets the support they need. The school's SEN Register is regularly reviewed and if a child makes progress, they will be removed from the Register. The Register is confidential and is not displayed anywhere. Parents can make an appointment to discuss worries and concerns with a member of the school's SEN Team at any time.

Not all supported children are placed on the SEN Register, we call some support strategies Early Intervention. If support is put in place early enough it can help a child make progress and they might not need to be placed on the SEN Register.

***Please see Appendix 1 for White Hall Academy's SEN Register Entry & Exit Criteria***

### **Curriculum**

Pupils have access to a differentiated, broad, and balanced curriculum with their needs identified in planning documents and PSPs.

To enable access to the curriculum for pupils with ASEND, the school provides:

- Learning Support Assistants
- Adapted teaching programmes
- Adapted timetables
- Interventions and resources
- Specialist equipment
- Liaison with Essex Inclusion Partners

See the School SEND Information Report for a comprehensive list, available on the school's website.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

The Complaints Policy should be read in conjunction with this policy which outlines the procedures for making a complaint:

*Complaints should be made using the appropriate channels of communication, including the use of the Complaints Procedure Form section 4.7*

## **External Support**

Agencies we liaise with include:

- Essex Educational Psychology Service
- Specialist Teacher Team (Sensory and Physical impairments)
- Essex SEND Operations
- Essex Inclusion Partners and Engagement Facilitators
- Paediatric Therapy services (Speech and Language, Occupational Therapy, Physiotherapy)
- CAMHS and MHST
- ECFWS
- Autistic Spectrum Disorder support and advice services (e.g. Anglia Autism Outreach service)
- School Nurse
- Education Welfare Service
- Education Access
- Parent-Partnership services (for example EXTRA, MAZE, SENDIASS, Families in Focus)
- Children's Social Care (including Children With Disabilities team)
- Family Solutions
- Young Carers
- Barnardo's
- Affinity
- Virtual Schools: to determine the arrangements for supporting children who are looked after by the local authority and have SEND
- SPACE
- PEGS (Parental Education Growth Support)
- CAPVA (Child to Parent Violence & Abuse)
- Tendring Wellbeing Intervention Service (TWIS)/Tendring Specialist Mental Health Team (TSMHT)
- Next Chapter
- CARA

The school will seek support from voluntary and private agencies as required.

## **The Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to twenty-five, across education, health, and social care. North East Essex's Local Offer can be accessed by their website:

<http://www.essexlocaloffer.org.uk/>

### **Liaison with Parents/Carers**

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to the Special Educational Needs Register, then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child
- Parents will be made aware of the Essex parent partnership service available with SENDIASS (SEN Information, Advice and Support service)  
<https://www.essexsendiass.co.uk/>
- Parents'/carers' views will be sought when a pupil's PSP is drawn up and suggestions as to how these can be supported at home will be given
- Parents are invited to each review and their comments are taken into consideration when deciding upon future action.

### **Consulting Young People with ASEND**

- Children's views will be sought and taken into account during the review process.

### **Transition Arrangements**

Transition reviews for Year 6 pupils are held in the Autumn and Spring terms. The appropriate secondary school SENCO is invited to Annual Reviews for EHCP pupils. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

SEND pupils that are moving between key stages will have transition arrangements in place via the PSP review process.

Transition support can include:

- Transition Booklet with photographs of key people and places
- Additional visits to new classroom and year group areas
- Summer term transition meetings for parents, SENCO, new class staff and current support staff
- White Hall staff visiting Nursery settings and/or home visits
- Learning Mentor support for secondary school preparation
- Transition groups for secondary school preparation
- Additional small group visits to secondary schools
- Parent support from the White Hall Family Support Worker
- Parent/Secondary school SENCO meetings
- Information meetings between White Hall Year 6 staff, SENCO, and secondary school key staff

All school records, including all SEN records, are passed to the new school when a child transfers to a secondary school or if they transfer to another primary school.

### **Storing of Information**

All SEND documents and paperwork are stored in secure filing cabinets within the SEN Office. Files are also held electronically and are stored on the school's secure server in line with the school's Data Protection Policy and Acceptable Use Policy

### **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.

A copy of this policy can be found on the school website.

### **Other related documents**

This Policy should be read in conjunction with the following documents, all of which are available on the school website:

- The Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Managing Medicines Policy
- Intimate Care Policy
- Complaints Policy
- Data Protection Policy
- Acceptable Use Policy
- NE Essex Local Offer
- School SEN Information Report

## Appendix 1

Area of Need	Entry Criteria	Exit Criteria	Possible interventions	QFT should include
<b>Cognition and Learning</b>  <b>MLD</b> <b>SpLD</b> <b>SLD</b>	<ul style="list-style-type: none"> <li>• On SEND register at previous school at point of transition</li> <li>• Assessed with Specific Learning Difficulty or diagnosed by an appropriately qualified professional</li> <li>• Reading age 3 years or more below chronological age</li> <li>• Teacher assessment identifies as working at 2 years or more below age expectation</li> <li>• Involvement of Essex school link Inclusion Partner and/or Educational Psychologist</li> </ul>	<p>Significant progress made over at least two review cycles</p> <p>Has not received an additional intervention for 6 months and needs can be met through QFT (Quality First Teaching) and OA (Ordinarily Available)</p>	<p>Lexia</p> <p>Nessy</p> <p>Reading Eggs</p> <p>Mathseeds</p> <p>Catch up programmes</p> <p>Phonics support</p> <p>Daily reading</p> <p>Alphabet Arc</p> <p>Precision Teaching</p> <p>Plus 1</p> <p>Power of 2</p> <p>Speech &amp; Language programmes</p>	<p>Word banks and glossaries</p> <p>Pre-teaching of key vocabulary</p> <p>Overlays (where appropriate)</p> <p>Use of appropriate coloured paper &amp; backgrounds</p> <p>Overlearning – through starters</p> <p>Strategies in Personal Support Plan being followed</p> <p>Teacher to refer to Essex OA document</p>
<b>Communication and Interaction</b>  <b>ASD</b> <b>SLCN</b>	<ul style="list-style-type: none"> <li>• On SEND register at previous school at point of transition</li> <li>• Diagnosis of ASD</li> <li>• Diagnosed S+L difficulty</li> <li>• Expressive or receptive language disorder identified by SaLT</li> <li>• Involvement of Essex school link Inclusion Partner and/or Educational Psychologist</li> </ul>	<p>Significant progress made over at least two review cycles</p> <p>Has not received an additional intervention for 6 months and needs can be met through QFT and OA</p>	<p>Social skills groups</p> <p>Attention Autism</p> <p>Sensory programmes</p> <p>Sensory Shed time</p> <p>ASD Awareness/Staff training</p> <p>SaLT led intervention</p> <p>Speech &amp; Language programmes</p> <p>Use of social stories and comic strip conversations</p> <p>Visual timetables and prompts</p> <p>Zones of Regulation</p> <p>Sensory Gym Trail</p>	<p>Breaking tasks down</p> <p>Clear and explicit success criteria</p> <p>Unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</p> <p>Use of checklists</p> <p>Students using visual prompts and being encouraged in this by staff</p> <p>Use of visuals</p> <p>Care over use of abstract language</p> <p>Strategies in Personal Support Plan being followed</p> <p>Support in using emotional regulation tools</p> <p>Teacher to refer to Essex OA document</p>

<p><b>Social, Emotional and Mental Health</b></p> <p><b>SEMH</b></p>	<ul style="list-style-type: none"> <li>• On SEND register at previous school at point of transition</li> <li>• Diagnosis of ADD / ADHD</li> <li>• Diagnosis of ODD</li> <li>• Diagnosis of Attachment Disorder</li> <li>• Diagnosis of other significant mental health disorder</li> <li>• Involvement of Essex school link Inclusion Partner and/or Educational Psychologist</li> </ul>	<p>Significant progress made over at least two review cycles</p> <p>Has not received an additional intervention for 6 months and needs can be met through QFT and OA</p>	<p>Zones of Regulation</p> <p>Anger management</p> <p>Mindfulness strategies</p> <p>Sensory Shed time</p> <p>Fidget Tool</p> <p>Wobble cushion</p> <p>Emotional Regulation groups</p> <p>CAMHS involvement</p> <p>Learning Mentor</p> <p>Nurture Walks</p> <p>ELSA support</p> <p>Therapist support</p> <p>Family Support Worker</p> <p>Breakfast Nurture Group</p> <p>Lunchtime Lego Nurture Club</p> <p>Lunchtime Social Skills Sports Club</p>	<p>Careful consideration of seating plans</p> <p>Consideration given to groupings</p> <p>Clear boundaries, rewards, and sanctions</p> <p>Strategies in Personal Support Plan being followed</p> <p>Support in using emotional regulation tools</p> <p>Positive behaviour management strategies</p> <p>Teacher to refer to Essex OA document</p>
<p><b>Physical and Sensory</b></p> <p><b>VI</b></p> <p><b>HI</b></p> <p><b>PD</b></p> <p><b>PNI</b></p>	<ul style="list-style-type: none"> <li>• On SEND register at previous school at point of transition</li> <li>• Diagnosed visual impairment</li> <li>• Diagnosed hearing impairment</li> <li>• Diagnosed physical disability</li> <li>• Involvement of Essex Physical and Sensory Impairment Specialist Teaching Service</li> </ul>	<p>Significant progress made over at least two review cycles</p> <p>Has not received an additional intervention for 6 months and needs can be met through QFT and OA</p>	<p>Adapted / Enlarged texts</p> <p>Touch typing</p> <p>Handwriting support</p> <p>Specialist equipment</p> <p>Monitoring and intervention from Sensory service</p> <p>Specialist Teacher Team</p> <p>Writing slope</p> <p>Gym Trail</p> <p>Pen / Pencil grips</p> <p>Chair bands</p> <p>Therabands</p> <p>Theraputty</p>	<p>Consideration given to seating plans</p> <p>Use of specialist equipment where appropriate</p> <p>Strategies in Personal Support Plan being followed</p> <p>Effective use of Learning Support Assistants</p> <p>Teacher to refer to Essex OA document</p>