



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INCLUSION POLICY**

Staff consulted: December 2025

Ratified by the Governing Body: 1st December 2025

Review Date: December 2026

At Prettygate we are committed to safeguarding and promoting the welfare of all children and expect all staff and volunteers to share this commitment.

Reviewed annually Autumn term

**This policy now includes the ‘Education of anxious school refusers and pupils with long term medical needs policy’.**

Our policy reflects the SEND Code of Practice 2014 (updated April 2020) and the Equalities Act 2010 and guidance from Essex LEA.

**Our aims are:**

- To provide equal opportunities for all children irrespective of ability, gender or race.
- To provide a caring, well-ordered environment within which all pupils can learn and develop to their full potential.
- To recognise that pupils are individuals with differing interests, knowledge and skills who are working together within a school community.
- To value the contribution and achievements of all so that through successful outcomes children’s self-esteem is raised.
- To follow national curriculum requirements ensuring that all pupils have a broad, balanced and differentiated curriculum.
- To assess needs in consultation with relevant staff, outside agencies, parents and pupils as appropriate.
- To involve all staff in maintaining high standards, and expecting these standards from pupils.
- To provide pupils with ongoing challenge so that their learning moves on and they develop independence skills.
- To see support as an entitlement for pupils who need it rather than as a special addition to their education.

**Entitlement**

It is our belief that all children have the right to an education that challenges and encourages self-belief and a determination to achieve their personal full potential, irrespective of ability, gender or race. We believe that work for children with SEND should be suitably planned, differentiated and resourced.

*All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.*

**2014 SEND Code of Practice Section 6.1**

**Special Educational Needs and Provision**

A child of compulsory school age is defined as having SEND if they “*have a learning difficulty or disability which calls for special educational provision to be made for him or her which is over and above that required by their peers. Pupils show significantly greater difficulty in learning than the majority of others of the same age or have a disability which hinders them from making use of facilities generally provided for others of the same age in mainstream schools.*” (SEND Code of Practice 2014)

Behavioural difficulties do not necessarily mean a child has SEND. However, consistent disruptive or withdrawn behaviours may be an indication of SEND and an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues should take place. Should a pupil be unable to access school or the school curriculum because of their challenging behaviour, Prettygate Schools may use a Consistent Management Plan to address this need and, where appropriate, this may be implemented in parallel to the pupil's Individual Support Plan.

### **Roles and responsibilities:**

#### **Headteacher / Senior Management team should ensure:**

- Strong teaching and learning is taking place.
- Regular meetings with SENCO.
- Accurate assessment and identification of pupils.
- A well-designed curriculum that is accessible for all pupils.
- Close tracking and monitoring of progress including pupil progress meetings with individual teachers.

#### **The Governing Body should support the necessary provision for pupils with SEND by:**

- Ensuring the school continue to have a SENCO.
- Making sure parents are informed if their child is receiving SEND provision but does not have an EHCP.
- Publishing SEND information which outlines the schools SEND policy, admission arrangements for disabled pupils and the schools' accessibility plan.
- Monitoring provision
- The Governor with a responsibility for SEND is Mrs Emily Bueggeln

#### **SENCO:**

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for all children with SEND and those who have EHCPs.
- Advising on a graduated approach to providing additional SEND support.
- Advising on the deployment of the schools' delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents and children with SEND.
- Liaising with early years providers, other schools, educational psychologists and social care professionals.
- Being a key point of contact with external agencies, especially LA and LA support service.
- Liaising with potential next providers of education to ensure a pupil and his/her parents/carers are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps records of all children with SEND up to date.

#### **Graduated response**

High quality teaching, differentiation for individual pupils is the first step in responding to pupils who have or may have SEND. All vulnerable learners will be included on a whole school provision map which outlines and monitors all additional intervention across the school. The benefits of early identification are widely recognised and providing good evidence-based interventions improves long-term outcomes for the child.

### **1. Early identification and assessment includes:**

- Pupil already has, or is in the process of application for, an EHCP.
- Analysis of data including baseline assessments. Spelling age and reading age.
- Classroom-based assessments.
- Concerns raised by parents, the child themselves or the class teacher.
- Tracking progress over time.
- Information from feeder nurseries on entry to school, previous schools and other services.

### **2. Where a child continues to make little or no progress:**

A person-centred approach (Assess, Plan, Do and Review) will be undertaken, and an ISP (Individual Support Plan) will be put in place.

The school will consider involving outside agencies and pupils will be offered additional SEND support when it is clear their needs require intervention which is additional or different from the well-differentiated curriculum offer for all pupils in the school (i.e. they have a special educational need as defined by the SEND code of practice 2014.)

Where a pupil is identified as having a significant severe and sustained need it may be necessary to enter a multi-disciplinary assessment process with health and social care to consider the need for an Education Health Care Plan. The LA will conduct an assessment of education health and social care needs and prepare an EHCP when it considers that the SEND provision cannot be provided for within the resources normally available to mainstream schools.

### **3. Statement of SEN or EHCP.**

Pupils with an EHCP (post September 2014) will also have an annual review. Our school will comply with local arrangements and procedures when applying for an EHCP. EHCPs will focus on outcomes for the child and set out how services will work together. The plan will put the child and parents at the centre of decision making. The assessment and planning process should usually take no more than 20 weeks.

### **Access to the environment**

Please read details of our plans and targets for improving environmental access in the schools' Accessibility Plan.

### **One Page Profile**

If it is felt more extensive support will be required, information will be collected to produce a One Page Profile. This profile captures important information to help teachers to personalise learning for pupils who, despite the measures stated above, are not making progress in line with their peers. This information enables teachers to be aware of the strengths, interests and specific support needs of pupils with SEND. This can make learning more meaningful and relevant to the

child. They are also a way for parents/carers to share their knowledge and expertise on how best to support their child.

### **Resources**

Funding for the school SEND provision is in the schools' budget and is calculated through a set formula by the Local Authority. The Headteacher will manage the funds allocated to meet SEND. This covers two main areas, staff and teaching resources.

The SENCO will advise and support the class teacher so that appropriate strategies and resources are in place. This will involve being involved in planning, monitoring, assessment, supporting teaching or working with groups. The SENCO will inform all staff of practical resources available for use with SEND pupils to help with differentiated teaching. All practical SEND resources can be borrowed. LSAs work within each class under the direction of the class teacher but will liaise closely with the SENCO.

The SENCO will make staff aware of Local Authority resources available in the Provision Guidance Toolkit and the Local Offer – <http://www.essexlocaloffer.org.uk>

### **Staff training**

In order to meet the demands of the 2014 Code of Practice there is a commitment to the training of all school staff both in attending external courses and through a regular link with Local Authority and outside agency personnel, with whom issues relating to the day-to-day management of the process can be discussed and implemented. The SENCO in particular will attend relevant courses as available and within budget allocations, and report back to the staff on both a formal and informal basis.

### **Admission arrangements**

No pupil will be refused admission on the grounds of his or her SEND.

In addition to general school admission arrangements outlined in the admissions policy, the following procedure will operate for children with SEND:

- When children entering the school have already been identified as having SEND, the SENCO will collate and summarise all the information, which is sent from other sources e.g. reports.
- If reports are not available, the SENCO will attempt to contact appropriate sources. The SENCO will also gather information from the parents and pupils and draw up a new support or One Plan, following Essex Stages.
- No child will normally be ineligible for school trips or extra curricular activities on the grounds of SEND. Arrangements will be put in place as appropriate, and reasonable adjustments made.

### **Complaints procedure**

We aim to resolve any issues swiftly and in person, often coming to a mutual understanding and agreement. We encourage parents and carers to talk to us rather than worry or bottle up concerns. Our complaints policy is on our website or is available from the school office on request.

### **Promoting the Education of Looked After Children and Previously Looked After Children**

Prettygate Schools are committed to the Safeguarding, Welfare and Education of Children in Care and Previously Looked After Children.

We will undertake the protocols as set out in the Statutory Guidance for Local Authorities (September 2018).

The Designated Safeguarding Lead is Mr. M. Millbourne (Head Teacher) and the Deputy Safeguarding Leads are Mr. D. Shaw (Deputy Head ) and Mrs. L. Lines (Home School Liaison officer). The Safeguarding Lead for wrap around care is Mrs. A. Gardiner.

The Designated Teacher for Children in Care at Prettygate Schools is Ms. B. Ford (Senco) Assisted by Mr. D. Shaw (Deputy Head Teacher).

**Review**

This policy will be reviewed annually in the Summer term.

Please refer to;

School Offer

Behaviour Policy

Policy for supporting pupils with Medical Needs.

Inclusion Policy.

## Appendix 1

### Education of anxious school refusers and pupils with long term medical needs policy

Reviewed every 4 years' in the Summer term

#### **Mission Statement**

Children with temporary or recurring medical, emotional or mental health needs are valued as full and participating members of the school community. The schools will do all that they can to ensure that such children are supported throughout their period of absence from school and are sensitively reintegrated once they are well enough to attend.

Children with medical, emotional or mental health needs will not be disadvantaged regarding admissions to our school. Every application will be considered according to the published admission criteria as required by law.

Our policy seeks to overcome potential barriers to learning for our pupils who have medical, emotional or mental health needs. This includes children who are physically ill or injured and those with mental health or social problems.

The aim is to minimize the interruption and disruption to the pupils schooling by continuing education as normally as the child's condition permits and working towards their integration into school as soon as possible.

#### **Named person**

There are designated staff in each school who are responsible for ensuring that the needs of all pupils with medical or emotional and social needs are met – Ms Bea Ford and Mrs Lorraine Lines. They will take an active and continuing role in the pupil's educational, social and emotional progress and ensure wherever possible facilities are available to meet individual needs. They have the responsibility for liaising with staff, parents or carers and various agencies where the pupil is too ill to attend school. This contact will ensure that procedures are following when a pupil is absent from school for medical reasons including procedures to support. We will aim to work at all times in partnership with parents or carers to ensure the best possible outcomes and a return to school as soon as possible.

#### **Early Identification**

All staff will support the named persons to establish where possible the amount of time a pupil might be absent and identify ways in which the school can support the pupil in the short term (up to three weeks)

#### **Referrals (over 15 days absence)**

Request for integrated support will be to County

### **Personal educational plans**

The plan will set out the education that will be delivered during the period of absence. It is an ongoing document that will be updated and revised at each review meeting according to the child's medical and educational needs. The schools will provide work for pupils absent from school because of medical needs and the Integrated Support Service will be provided with information on the pupil's capabilities, a current programmed of work and schemes of work. A flexible approach will be needed to take into account any gaps in learning resulting from missed or interrupted schooling.

### **Reintegration**

The schools realize the key role they can play in ensuring successful reintegration of pupils returning after a period of absence. We will provide support to assist a smooth transition and will work in partnership with parents and relevant professionals to ensure a flexible approach to meeting the pupils needs for example part-time timetable.

### **Involvement of the pupil**

We will try to keep pupils who are unable to attend school for medical needs informed of social events and extra curricular activities. We will encourage contact with peers through visits, cards, and emails where possible.

### **Evaluation**

We recognise that a pupil who is unable to attend school because of medical needs must not be removed from the school register without parental consent, even during a long period of ill health. The school and the named persons will always seek to work closely with parents and carers. If however parents or carers are not satisfied with the service they receive they should in the first instance raise this with the Headteacher.

This policy statement and the school's performance in supporting pupils with medical needs will be monitored and evaluated regularly by the Governing Body. It will be formally revised annually alongside the special educational needs and inclusion policies to ensure that the physical environment of the school and the policy enables all children to have equal access to continuity of education.

