STRIVE, RESPECT, SUCCEED

Epping Forest Schools Partnership Trust
"Unlocking the potential of collaboration"

Staples Road Primary School Special Educational Needs and Disabilities Report SEND & INCLUSION POLICY: 2026

📚 What is in a School Information Report on Special Needs?

The School Information Report is a required document that explains how a school helps children who have Special Educational Needs and / or Disabilities.

- **The School's Vision and Values:** How we intend to be an inclusive school.
- **Finding Needs:** The process the school uses to notice and determine which children need extra help. This often follows a cycle of assessing a child's needs, making a plan, doing the support, and then checking how well it has worked.
- **Support Given:** Details about the specific help, teaching methods, and resources available.
- **Staff and Training:** Information about different staff roles in the school.
- **Tracking Progress:** How the school watches and measures a child's improvement and how they share this information with the child's parents or guardians.
- **Concerns and Contacts:** What parents should do if they have concerns, and the names of important people to contact both inside and outside the school for support.

📚 What is in a School Inclusion Policy?

A **School Inclusion Policy** is a written statement from the school that says **every single student is welcome, valued, and able to fully take part** in all school life.

- **The School's Vision and Values:** How we intend to be an inclusive school.
- **Roles:** A list of who is responsible for making sure inclusion happens.
- **Finding Help Early:** How the school will quickly notice students who might need extra support.
- **Teaching for All:** Guidance on how teachers can adjust lessons and use different teaching methods so that the material is accessible and interesting to children.
- **Support and Behaviour:** How the school will encourage good behavior, prevent bullying, and provide emotional or social help for children who need it.
- **Working with Parents:** How the school will talk to and involve parents and guardians when making decisions about their child's education and support plan.
- **Checking the Plan:** Details on how the school will regularly check to see if its inclusion efforts are working.

CONTENTS:

National Guidance On Special Educational Needs And Disabilities	3
Vision And Values	4
Introduction To Staples Road School	6
Identification Of Special Educational Needs At Staples Road Primary School	8
Approaches To Teaching And Learning Including Training That Staff Have Accessed	10
Graduated Approach To Send	11
Measuring Progress/ Evaluating Effectiveness Of Provisions	17
How Accessible Is Staples Road Primary School?	18
Admissions And Transitions Including: Continence Needs And Medical Conditions And Medication	19
Wider Inclusion At Staples Road Primary School	21
Where To Go For Further Information Or To Raise A Question Or Concern?	23
Policy / Report Development, Implementation And Monitoring	24

Link to return to the contents page.

NATIONAL GUIDANCE ON SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

THE 2014 CODE OF PRACTICE AND THE CHILDREN AND FAMILIES ACT 2014:

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014) aims to secure, for children and young people with special educational needs and disability, the outcomes from education, health and social care which will make the biggest difference to their lives.

- The views, wishes and feelings of the child or young person and the child's parents must be regarded.
- The importance of the child or young person and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the young person and the child's parents, in order to facilitate the development of the child or young person and to help them to achieve the best possible outcomes, preparing them effectively for adulthood.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website.

WHAT DO WE MEAN BY SPECIAL EDUCATIONAL NEEDS (SEND)?

According to the Code of Practice (DfES, 2014) a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of 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

The Code of Practice (DfES, 2014) describes four broad categories of SEN. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

The code states that: "Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."

The Aims of the Code of Practice 2014:

The Code of Practice (2014) aims to improve outcomes by ensuring **"high aspirations and expectations for children and young people with SEN."**

It states all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

The school agrees with the aims of the Code of Practice and strives to ensure these are a reality for all children at Staples Road Primary School.

Link to return to the contents page.

VISION AND VALUES

What is our vision and our values for children at Staples Road Primary School (SRPS)?

Our school motto is Strive, Respect, Succeed.

Our vision is that we are a school where…
We challenge ourselves and support each other to be the best that we can be.

Our core values are kindness, honesty, creativity and resilience.

We are kind

We are **kind** to each other and ourselves.

We **look after** our property.

We **help** each other.

We **include** each other.

We **think** about others.

We are honest

We **always** try to tell the **truth** when we make a **mistake**.

We know this isn't always **easy** but it's the **right thing** to do.

We are creative

We **enjoy** our learning.

We **think** of amazing ideas.

We **find** solutions.

We **challenge** our imaginations.

We are resilient

We **try our best** at all times.

We **learn** from our mistakes.

We **overcome** challenges.

We **know** when to ask for help.

Link to return to the contents page.

INCLUSIVE SCHOOL

We endeavour to be an inclusive school, where all children are welcome, enjoy school and achieve. Children are different and we celebrate diversity within our school. We support all children with special educational needs, by addressing barriers to progress and making reasonable adjustments, so that they can enjoy and achieve.

To achieve this, we set out to:

- Identify and provide for pupils who have additional needs, special educational needs or a disability.
- Work within the guidance provided by the SEND Code of Practice (DfES 2014)
- See each child as an individual, and work with each child and their family to agree and ensure the best outcomes and provision for the child.
- Provide support and advice for all staff working with children who have special educational or additional needs.
- Maintain and develop the partnership and engagement with parents.
- Ensure access to the curriculum for all pupils (with reasonable adaptations according to need)
- Ensure all children are able to enjoy and achieve.

Pupil Voice:

How do children feel they are supported?

- I like using our new Chromebooks.
- I like all the playtime toys.
- I like being helped.
- I like using the plastic diennes to make my numbers in maths.
- The pictures in SPAG help me. (Spelling, Punctuation and Grammar)
- I can play the sound in maths to hear my question.
- Doing Magma with my teacher at the same time is helpful.
- My friends help me.
- My teacher helps me do my work like maths and English.
- Teachers outside and teachers in medical
- Using manipulatives such as counters, numicon and number lines in maths
- Reading lots everyday

What do children think school helps them with?

- School helps us to learn new things.
- School helps me get better at learning.
- School helps me be smarter and braver.
- School helps me make friends.
- School helps us practice jobs for when we are older.

Link to return to the contents page.

INTRODUCTION TO STAPLES ROAD

ABOUT US:

Our Ofsted rating is Good (November 2022)

Staples Road Primary School is a mainstream primary school for children from reception to school year 6. We are a 3 form entry school, meaning that there are 90 places in each year group

For information about our school, please look at our website or arrange a visit by calling 020 8508 1241.

Who's who?
If you have any questions or concerns about your child's progress or attainment, their class teacher is always the first person to speak to. You can contact them via the school office via office@srps.efspt.org or 020 8508 1241.

Or you can contact:
Special Educational Needs Co-ordinator / Mental Health Lead: Mrs Helen Davis
Telephone: 020 8508 1241 ext 4 or e-mail hdavis@srps.efspt.org

You may also find it helpful to speak to (via the school office 020 8508 1241):
Headteacher: Mr Nick Mallender Deputy Head: Mrs Claire Dawson
Assistant Headteacher, Juniors: Mr Mark Johnson
Assistant Headteacher, Infants: Miss Claire Stephenson
Or our Governors for SEND: Mr Marwan Mikdadi or Mrs Caroline Perham

WHAT ARE THE DIFFERENT ROLES AND RESPONSIBILITIES OF THE STAFF AT STAPLES ROAD PRIMARY SCHOOL?

All staff at Staples Road Primary School contribute to us being an inclusive school. Every teacher is a teacher of children with SEND and all Learning Support Assistants (LSAs) support children with SEND.

The Class Teacher:
The class teacher is responsible for:

- Promoting positive wellbeing in children.
- Ensuring high quality teaching and effective differentiation and adaptation for pupils with SEND.
- Adapting and refining the curriculum to respond to the strengths and needs of any pupil with SEND in their class.
- Developing personalised learning for pupils in consultation with parents
- 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Updating assessments of attainment, in all forms, for all children.

Link to return to the contents page.

The Learning Support Assistants (LSAs):
LSAs can work across year groups, in different classes and support small groups of pupils or individuals. At Staples Road many LSAs are assigned to work with individual children with significant needs.
As part of their roles to support children they:

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using SEND Profiles, Annual Reviews and EHCP documents or other specialist advice (Speech and Language, Occupational Therapy, NHS for example.)
- Assist with drawing up individual plans for students and supporting 'SEND Profile' development, as required.
- Contribute to the review process, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

Special Educational Needs Co-ordinator (SENDCO):
Mrs Helen Davis is responsible for:

- Working with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Having day-to-day responsibility for the operation of this SEND Report / Policy
- Providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies.
- Liaising with previous and potential next providers of education to support creating a positive transition for each child.
- Working with the Headteacher and Local Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Leading on / managing how the school keeps the records of all pupils with SEND

Headteacher:
Mr Nick Mallender is responsible for the day to day management of all aspects of the school, including the provision for pupils with SEND.

Governors for SEND at Staples Road School:
The Governors for SEND, Marwan Mikdadi and Caroline Perham, can be contacted through the school office or via e-mail:office@srps.efspt.org should you have any questions regarding SEND at Staples Road Primary School.

Link to return to the contents page.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS AT STAPLES ROAD PRIMARY SCHOOL

WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS? WHAT WILL THE SCHOOL DO IF THERE IS A QUESTION OR CONCERN ABOUT A SPECIAL EDUCATIONAL NEED?

- If you have a concern or questions about a possible special educational need, please discuss this with your child's class teacher. If you would like SENDCO involvement, mention this to the class teacher or contact me directly via phone or email. Your child's teacher will be able to discuss any concerns you have regarding your child's learning and behaviour, any additional support your child is receiving in school and the impact of this support and possible next steps further to the meeting.
- The outcome of the discussion may be that no further action is needed and that high quality teaching provision is effective, or it may be agreed that plans and provisions are put into place to 'close the gap' or support a need. These will be reviewed regularly to monitor whether there is a temporary 'additional' need or whether there is a 'special educational need'.

A Note on Privately Sourced Diagnoses:

We value all advice and guidance around children's needs.

Privately sourced diagnoses can be useful and timely in providing clarity around need and suggestions for support.

If you decide that you want to pursue a privately sourced diagnosis and are happy to share it with us, we are happy to discuss it with you and look to incorporate some of the advice and recommendations, as far as possible.

We are required to enable NHS and Essex Educational Psychologist / Specialist Teacher recommendations, but where privately sourced diagnoses suggest a provision that we do not have or cannot enable, we may not be able to put it into practice. We are happy to talk about what we can and do provide in class as part of our teaching that will support your child.

HOW DO WE MONITOR ATTAINMENT AND PROGRESS AT SCHOOL?

As a school we assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Is not in line with or better than the child's previous rate of progress
- Potentially may widen the attainment gap between the child and their peers.

This may include progress in areas other than attainment, for example, social needs.

Please note:

- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND but these would be considered at pupil progress meetings in school and with parents at parents' evenings. A written report to parents is shared in July.
- Pupil progress meetings, the system with which the school monitors progress, are held termly and are where class teachers talk through the progress and attainment of the children in their class with members of the school leadership team.

Link to return to the contents page.

HOW ARE PARENTS INVOLVED IN THE ONGOING PLANNING / PROVISION FOR A CHILD WITH SEND?

- Parents are invited to contribute to their child's SEND Profile of SEND outcomes and provisions at least three times during each academic year. Professionals from outside agencies, who are involved in a child's care and education at school, can also contribute advice for how best to plan and provide for a child's needs at school.
- Our teachers and SENDCO are open to meeting with parents/ carers to hear concerns and discuss provisions when needed. The SENDCO can be contacted at the school by any parent with a question or concern in relation to SEND.

WHAT CONTACT OR SUPPORT CAN WE OFFER YOU AS A PARENT OF A CHILD WITH SEND?

- Our online platform: Seesaw
- Headteacher's Letters to Parents / School Newsletters
- School website: https://www.staplesroad.essex.sch.uk/
- Epping Forest Schools Partnership Trust website: https://www.efspt.org/
- School notifications via email
- Parent Information board (located next to the school office)
- Pupil parent / collaboration meetings with class teacher (to review / update SEND Profile plans and provisions.
- Parent workshops
- You are welcome to contact the SENDCO.
- An Annual Review is held for children with an EHCP.

There are also additional support services available for parents available locally:

- Essex Local Offer: SEND Essex
- The Essex SENDIASS Service https://www.essexsendiass.co.uk/

HOW ARE CHILDREN ENABLED / INVOLVED IN DECISIONS ABOUT THEIR OWN CARE?

All children with SEND at Staples Road Primary School are encouraged to share their likes / preferences and hopes for the future as part of a termly discussion with their teacher or LSA. These become part of the child's SEND Profile.

Where a child's needs mean that they cannot respond to the questions verbally, visuals of different activities / learning experiences are provided to support the child in giving a preference. Where even the use of visuals might be challenging for a child to communicate their preferences, then we look at their behaviour as communication and staff that work with the child, will say which activities the child is more excited or engaged by and which they are least likely to participate in enthusiastically as their preferences.

Link to return to the contents page.

APPROACHES TO TEACHING AND LEARNING

HOW IS TEACHING ADAPTED FOR CHILDREN'S DIFFERENT LEARNING STYLES AND NEEDS AT STAPLES ROAD?

Individual adaptations to teaching for a child with SEND can be included in a child's SEND Profile.

Generally, we can make the following adaptations to ensure all pupils' needs are met:

- Teaching: The class teacher will adapt their planning / teaching to meet the needs of all the children within the class for example: giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Resourcing: The class teachers use visual supports / kinaesthetic approaches to learning where appropriate / beneficial for the learners. They can access / provide: iPad, laptops,, coloured overlays, visual timetables, larger fonts etc.
- Targeted / Additional LSA Support: Sometimes children can access small group support or 1:1 work with a learning support assistant (LSA) so that they are better able to access the learning and achieve or develop their key skills. Teachers and support staff are skilled to break down activities into smaller steps as needed.
- The class teacher can liaise with the SENDCO or subject specialists to ensure that all recommended strategies / guidance / resources are being accessed and are in place for the learners.

Through effective adaptation, it is often possible for children with SEND to be taught in class with their peers and access learning that will enable them to progress. Through the varied curriculum, it is often possible to enable peer, small group and class participation at some level through the school week.

WHAT TRAINING HAVE STAFF AT STAPLES ROAD ACCESSED TO SUPPORT THEIR WORK WITH CHILDREN?

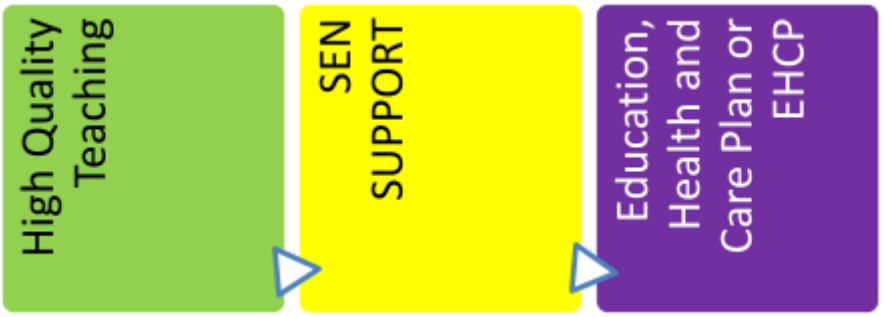
Teaching staff at Staples Road School have accessed a range of training opportunities across the different areas of need according to the Code of Practice over the last few years. If you have a question about a particular area of need or provision, we can talk about how best we can help based on the training / knowledge that we have.

Training (accessed by some or all staff) over the last 4 academic years has included:

In relation to Social, Emotional and Mental Health Needs: Trauma Perceptive Practice. (TPP), Selective Mutism, ADHD and Regulation Stations.	**In relation to Communication and Interaction:** Word Aware Vocabulary Strategies, Speech and Language Training including Speech Sounds and Supporting Autistic Pupils in the Classroom / SCERTS training.
In relation to Cognition and Learning: EP advice and guidance, Assessment Training, Reading, Dyslexia, Working Memory, Executive Functioning, Curiosity Programme	**In relation to Sensory / Physical Needs:** Specialist teacher advice, training to use technology provided for individual pupils and qualifications in Braille, Allergy Training (Sept 2026)

Link to return to the contents page.

GRADUATED APPROACH TO SEND



High Quality Teaching is for all children - those without SEND and those with. All children are entitled to high quality teaching which caters for their strengths and needs within the class differentiation.

SEND Support – is the stage of the graduated approach to SEND where most children with SEND are at. Children have a SEND Profile or 'one plan' document, are on the school's SEND register and access some 'additional to or different from' provisions to their peers to enable them to learn and make progress.

An **Education,Health and Care Plan (EHCP)** can enable some further funding and more support. An application for an EHCP would be submitted if the child's needs and provisions cannot be met / enabled at SEND SUPPORT level alone. Parents can apply at any time for an EHCP, but for school to apply, we need to evidence cycles of assess, plan, do, review at SEND support level. The local authority, Essex, not the school, decides whether to assess for / grant an EHCP. Applications for EHCPs can be most effective when school and parents work together collaboratively through the process.

An Education Health and Care Plan can result in additional support and funding for a child or young person with special educational needs. Whilst most children will not need this, there is very clear information about Education Health and Care Plans from page 72 to page 79 of the Supporting Your Neurodiverse Child Document produced by Essex Family Forum. If you are considering an EHCP and wondering whether your child may benefit, we recommend that you read this document. For further information about Education Health and Care Plans - please also refer to this section of Essex' Local Offer.

At Staples Road, we have a number of children with Education Health Care Plans or 'EHCPs' and each provides additional funding for the support the school needs to put in place to meet the child's needs. The funding is then used by the school to support the child. The support strategies will largely be taken from the list recommended in the EHCP document or that which is recommended by other specialists, for example Speech and Language Therapists, Occupational Therapists etc.

Please note: Neither SEND Support provision in school or EHCP funding equates to a number of specified hours of Learning Support Assistant or LSA support.

SEND Paperwork: 'SEND Profiles' or 'One Plans'
Essex provides this guidance to a graduated approach to SEND, which they call 'one planning'.

At Staples Road, our person-centred approach (assess, plan, do, review) is documented on 'SEND Profiles'. The approach is a continuous process for all children and young people with SEND, including those with an EHCP. We continually assess, plan, do and then review to inform the next cycle and we

Link to return to the contents page.

do this at least 3 times a year (typically October, February and May). Profiles are drafted and shared with parents, parents can give feedback or request a meeting to discuss, amendments or edits are made to reflect all views. Once agreed, the plan is then a working document and one that we (the school) use to inform how we support the child.

WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE AT STAPLES ROAD PRIMARY SCHOOL?

For cognition and learning:

In Literacy, we, as part of general support strategies:

Organise whole class teaching so that:

- Reasonable adjustments are in place to enable all students to access (read) and produce (write) the written word using alternative methods of reading and recording, as required.

Whole class teaching is made explicit across the range of cognitive and linguistic skills through:

- Clear differentiation using relevant teaching aids
- Modifying the demands of the task to match need
- Direct instruction
- Use of questioning and feedback.

Organise additional to or different support so that:

- New skills are taught one skill at a time until they are mastered
- All skills are taught to high levels of fluency (practice)
- New skills are taught directly and explicitly;
- Skills are taught consistently in a range of contexts
- Old and new learning are mixed.

Specific Support Strategies include:

- Word Hornet
- Word Wasp
- Precision Teaching

Where there are concerns about dyslexia

The document "Literacy Difficulties – Information for Essex Parents" (co-produced with Essex parents) summarises that "We want to make sure that all pupils get the help they need, rather than sub categorising children and young people, so that some get help and others don't, e.g. depending on whether or not they have certain patterns of difficulties, or certain words are used to describe their needs (such as dyslexia), or their parents have paid for a particular assessment." This document is available through our website.

The Essex approach to literacy difficulties is about increasing fair access to support for all pupils who need it.

For more information, please see the Essex Literacy Difficulties Practice Guidance. Linked on our website.

The mnemonic P-SAID can be helpful to summarise key points.

P: The **Priority** is to work out what the pupil can't do and help them learn it.

S: Scientifically, there is no difference between what some people call 'dyslexia' and other people call 'literacy difficulties' or other terms.

A: Assessment is needed; there is no particular or different 'dyslexia' assessment(s).

I: Intervention is needed; there is no particular or different 'dyslexia' intervention(s).

D: What we are going to **Do** to help this child now (make a plan).

Link to return to the contents page.

In Maths, we, as part of general support strategies:

- Teach one skill at a time
- Teach generalisable skills (teaching most useful and widely applicable skills first, and explicitly how to generalise them to different contexts)
- Direct Instruction (includes clear success criteria explicit to pupil, a 'model, lead, test', or 'my turn, together, your turn') method, guided practice, checking for understanding, and independent practice
- Mastery Learning / learning to automaticity
- Interleaved or Cumulative learning to improve retention (small amount of material is learnt to fluency, then a small amount of new material to learn is added and practised alongside the previous material – new material is always combined with the old)
- Worked examples used (pupils given problem statement and appropriate steps to solution)
- Specific feedback is given – self-evaluation and teacher/peer evaluation.
- Ongoing teaching through assessment is used
- Regular and explicit teaching of metacognitive strategies (learning how to learn)
- There is increased differentiation of activities and materials at group/ individual level where needed.
- Teaching approaches involve visual and practical resources
- Regular group or individual intervention support is provided by the teacher/other adult
- Pupils are provided with planned, regular opportunities to develop independent working skills

Specific Support Strategies include:

- Precision Teaching
- Plus 1, Power of 2 and other books in the series.
- Times Tables Rock Stars
- White Rose Maths - 1 minute maths

For communication and interaction:

Attention and Listening:

Specific Support Strategies include:

- Curiosity Programme
- A programme that targets the teaching of attention, communication and social interaction skills which is also suitable for pre-verbal children, such as Attention Autism (Gina Davies). https://ginadavies.co.uk

Speech Sound Difficulties:

- Speech sounds can be checked and then targeted support / intervention can be put into place.

Understanding Spoken Language (Receptive Language):

- Support understanding with personalised visuals appropriate to the lesson. Individualised visual timetables and schedules using/ photos/pictures/symbols.
- Emphasise Information Carrying Words. An Information Carrying Word is any word in a sentence that must be understood to follow an instruction.
- Activities that include Information Carrying Word instructions
- Language for Thinking (Stephen Parsons and Anna Branagan).
- Word Aware Approach (Stephen Parsons and Anna Branagan).
- Colourful Semantics (Alison Bryan).

Using Spoken Language (Expressive Language):

- Word Aware (Stephen Parsons and Anna Branagan).
- Colourful Semantics (Alison Bryan).

Social Understanding and Communication: Play

- Direct teaching of play skills using strategies such as Identiplay.

Social Interactions and Positive Relationships

- Time to Talk: A programme to develop oral and social interaction skills for reception and key stage one (Alison Schroeder).

Link to return to the contents page.

- Socially Speaking; A pragmatic social skills programme for primary pupils (Alison Schroeder)
- Talkabout: a social communication skills package (Alex Kelly).

Emotional Understanding and Self Awareness

- Explicitly teach feelings vocabulary using a range of material (photos of adults and children in class, books, drawings, and real experiences).
- Zones of Regulation: A curriculum designed to foster self-regulation and emotional control (Leah M Kuypers).

Sensory Processing:

- Support the child or young person to recognise and indicate their need for a sensory break.
- Provide a time out/break card with an agreed and rehearsed exit strategy.
- Provide a breakout room/place for the child or young person to go to regulate their sensory experiences.
- Develop a toolbox of sensory fiddle toys/objects that the child or young person can access within the classroom, supporting them to do so frequently during the day.
- Frequent movement breaks.

Routines and Transitions:

- Individualised visual timetables and schedules using/photos/ pictures/symbols.
- Additional visits to a new setting/classroom, with a familiar trusted adult.
- Transition booklets / stories that explain: Information to support the transition into another year group or school or in preparation for a school trip.

For Social, Emotional and Mental Health:

Attachment Difficulties:

- Seek opportunities to nurture through regulating, relating and reasoning
- Provide a highly predictable, structured routine.
- Provide transitional objects – 'please look after this for me for a while' and notice/ keep them in mind – 'I thought of you when...'
- Give strategies to calm strong emotions and provide a physical space to retreat
- Help to have a positive sense of self
- Provide access to concrete, mechanical and rhythmic activities which engage left brain function and soothe in highly charged states e.g. counting; colouring; sorting; building structures; sequencing objects/ pictures; copying etc.

Attention Deficit / Hyperactivity Disorder (ADHD)

We support through:

- adapting the classroom or learning environment
- creating a predictable schedule
- communicate clear rules and expectations positively to the student.
- support working memory through classroom displays / additional or personalised resources
- positive teacher-pupil relationships
- praise / Understanding

Self-injury (sometimes called 'self-harm')

- someone close to the child should talk with them in a quiet, private setting to clarify the situation and plan appropriate support.
- reassure the child that sharing their thoughts and feelings is ok and that they will be listened to.
- communication between home and school.
- referral to CAMHS if needed. (Child and Adolescent Mental Health Service)

Selective Mutism (sometimes called Situational Mutism)

- make reasonable adjustments - consider when we expect verbal communication, how we can alleviate anxiety
- work closely with the child and their family in order to assist in providing opportunities for social activities, relaxation, fun, and building confidence.

Link to return to the contents page.

As part of our offer wellbeing offer, we can enable:

- zones of Regulation check ins.
- class / classroom 'tools' on display to get back to green.
- class /playtime buddies.
- transition plans – moving up a year (further transition/moving up booklet).

Wellbeing Mentor / Emotional Literacy Support Assistant (or ELSA)
Our Wellbeing Mentor or ELSA is Mrs Bronia Farrugia. She works with children to support their emotional and social well-being. Sessions may be based around social skills, emotional well-being or supporting a child through a changing or tricky time. See the wellbeing mentor / ELSA section.

For Sensory and / or Physical Needs:

Physical Needs:

- Consideration to seating / positioning in class.
- Gross and fine motor skills groups including Finger Gym and Gym Trail.
- Adapted seating or sloping board for learning (posture pack)
- Use of alternate handwriting schemes eg 'Write from the start: Unique Programme to Develop the Fine Motor and Perceptual Skills Necessary for Effective Handwriting' (Ion Teodorescu, 1996) or 'Printing like a Pro' an online OT recommended resource. (for link please contact SENDCO)
- Advice from a specialist teacher
- Occupational Therapist programmes.
- Physiotherapist programmes.

Visual Impairment:

- Seating / positioning in class is considered.
- Adapted Resources, for example, enlarged texts
- Advice from a specialist teacher
- Braille teaching and learning where appropriate.

Hearing Impairment:

- Seating / positioning in class is considered.
- Support with hearing aids / radio aid use etc as appropriate to the child.
- Adult access to additional training / support / advice as needed so they can understand the need and best support the child.
- Advice from a Specialist Teacher or Teacher of the Deaf

Handwriting and Touch Typing:
Handwriting is how all children are assessed in primary school (with only a few exceptions, for example Braille users). We do place an emphasis on encouraging pride in presentation and developing handwriting competency and fluency.

Touch-typing is a useful skill for all children to learn but it is not on the national curriculum to be taught in primary schools and so it is not possible for us to allocate a significant amount of time to it for all children. That said, to improve our offer to all children, there is a half-term's focus on touch typing for all children in year 4.

Where children have significant sensory or physical needs that severely affect their ability to access the curriculum and it is recommended by a specialist in the NHS or as part of the Essex Specialist Teaching Team, we will enable access to touch typing as advised.

If you are interested in pursuing touch-typing with your child at home, please ask your child's class teacher for further information on the programmes that we access in school or are aware of for use with young children.

Link to return to the contents page.

A Note on Fair Access:
Some provisions have limited access, for example: a capacity for a certain number of pupil log-ins, or adult capacity to enable some provisions. In cases where there is limited access, we may need to apply fair access considerations or time limits. For example, if demand exceeds capacity, we may look to see who has had access to a provision the longest, who has already made significant progress, who could try a different resource or strategy. There can be no 'one size fits all' rule for this, as it depends on the provision and the reason for limitation. Your child's class teacher will let you know of any provision coming to an end.

The school is a member of the multi-academy trust, the Epping Forest Schools Partnership Trust (http://efspt.org/) which provides a network of support and access to a range of resources and professional advice for children with SEND. As a trust there are opportunities for collaborative professional development and skills sharing.

WHAT PASTORAL SUPPORT IS AVAILABLE TO SUPPORT CHILDREN'S EMOTIONAL AND SOCIAL DEVELOPMENT AND TO PREVENT BULLYING?

- Our SENDCO, Helen Davis, is the Senior Lead for Mental Health at Staples Road Primary School.
- As an Essex School, we are constantly seeking to ensure that as many staff as possible have Trauma Perceptive Practice training and embed the core values and guidance into their practice.
- Our behaviour policy, available on our policy page on our website, highlights our clear structured approach to supporting children's emotional understanding, behaviour and learning.
- As a school we have created a positive culture to prevent bullying and tackle it when it occurs. All forms of bullying are tackled promptly and firmly, our anti-bullying information can be found in our behaviour policy / anti-bullying policies.
- To support social inclusion and positive identity, potentially as a child or young person with special educational needs: the school looks for meaningful opportunities to teach children about differences and identities, for example our 'Nine Days of Neurodiversity' curriculum each school year.
- Discussion around social inclusion for a child, can be part of any discussion with parents / teachers and can be part of SEND Profile dialogue or Annual Review discussion for children with SEND / and EHCP document.

Emotional Literacy Support Assistant or ELSA

- Our ELSA, Mrs Bronia Farrugia, supports children when their behaviour, social skills and/or emotions need nurture or support.
- ELSA can be appropriate if a child has: experienced a change in circumstances, a bereavement, a change in the family set-up, friendship issues, anxiety or low confidence / self-esteem. This list is not exhaustive and all reasons for referral are considered.
- An ELSA referral is completed by teachers and is approved for ELSA support through the SENDCO / Mental Health Lead, Mrs Davis.
- ELSA support is typically for around 6 weeks.
- In very rare circumstances, it may be decided that the child would benefit from longer term wellbeing mentoring. This decision is based on need.

Link to return to the contents page.

MIND

- We are an outward looking school and are engaged in a partnership with the charity MIND. As part of this partnership some whole class, small group and individual mental health projects have been enabled.

Other initiatives as part of our wellbeing offer include: our forest school offer in reception and Year 1.

WHAT OUTSIDE PROFESSIONAL SUPPORT DO WE ACCESS AT STAPLES ROAD PRIMARY SCHOOL?

We work with a number of professionals / provisions that support and advise us in specific areas of SEND, these have included:

- Speech and Language Therapist service
- Educational Psychologist service and Education Psychologist, Dr Claire Peters, who is employed by our Multi Academy Trust.
- Specialist teachers for visual, hearing impairment and physical and neurological impairment
- Occupational Therapy service
- Family Support Worker

This is not an exhaustive list of the support that we can access. Please refer to the Essex Local Offer for a more complete list of services available in Essex.

MEASURING PROGRESS / EVALUATING EFFECTIVENESS OF PROVISIONS

HOW DO WE MEASURE PROGRESS OF CHILDREN AT STAPLES ROAD PRIMARY SCHOOL?

- Children's progress is continually monitored and assessed by their teacher each term.
- Children working below the national curriculum performance descriptors are assessed using pre-key stage assessments
- At the end of Reception the children are assessed against the early learning goals, which is recorded as emerging, expected or exceeding on the child's end of year report.
- At the end of year 1 all children take part in a phonics screening of real and nonsense words. Any children that do not meet the pass mark, are required to take the phonics screening again in year 2.
- At the end of Year 6, children are assessed using Standard Assessment Tests (SATS). Some children can be eligible for access arrangements or be exempt from this testing.
- SEND Profile plans (for children with SEND) are reviewed each term and a new plan is developed.
- Children with EHCPs are reviewed annually with parents, staff and other professionals working with the child.

HOW DOES STAPLES ROAD PRIMARY SCHOOL EVALUATE THE EFFECTIVENESS OF THE PROGRESS AND PROVISION FOR CHILDREN WITH SEND?

All support, not just SEND Support at Staples Road Primary School, takes the form of a four-part cycle through which earlier decisions and actions are revisited and reviewed with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

You will see on our school SEND Profile formats: (created for those with SEND)

- The pupil's views, aspirations and preferences
- The pupil's strengths
- Planned outcomes for the pupil

Link to return to the contents page.

- Support and provision that will be put in place to enable progress toward that outcome.
- A review of progress each term.
- Profiles are written to be child-friendly and promote the child's access to the document.

Children's SEND Profiles, while updated termly, are working documents and if children reach outcomes earlier than the review date, they will continue to be supported to reach their next steps and this progress will be shared with parents at the next opportunity. Likewise, if it becomes evident that children require a different provision to that outlined in their profiles as the term progresses, then this will also be implemented and the next SEND Profile can be adapted to reflect this.

Termly SEND Profiles: Consultations with Parents

- A drafted updated SEND Profile document will be shared with parents via Seesaw each term.
- Parents have access to a google form to indicate whether: you are happy with the profile, you would like to discuss it and / or share a comment about the profile.
- Agreement with the document will be assumed, unless school is informed otherwise within 10 working days of it being sent.

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

- Reviewing pupils' individual progress towards their outcomes or goals each term
- Considering whether provisions are having the desired impact and either continuing them, adapting them or changing them each term.
- Engaging with pupils' views.
- SENDCO involvement when and where needed
- Holding annual reviews for pupils with EHC plans.
- The SENDCO reports to the Headteacher / Governors for SEND routinely.

HOW ACCESSIBLE IS STAPLES ROAD PRIMARY SCHOOL?

ACCESSIBILITY FOR CHILDREN WITH SEND

The Victorian building has some adaptations to make it more accessible but we are a school with classrooms over different levels and there are a significant number of stairs.

We ensure that equipment used is accessible to all children, as far as possible, regardless of their needs. Reasonable adjustments are made so that all children with SEND can take part in school outings. The school accessibility plan is available to read on our website.

Breakfast and after-school club provisions are available. All extra-curricular activities are run by different providers and they would need to be contacted directly if you have any questions about their accessibility for children with SEND. Their contact details are on the school website.

WHAT EQUIPMENT AND FACILITIES ARE AVAILABLE FOR CHILDREN WITH SEND?

Laptops and iPads are available for children to use to support their learning and communication skills. These have learning programmes and apps for children to access. A range of resources including posture packs (seat cushions and sloping boards), sand timers with visual timetables and a sensory space in school are used to support children's physical well-being, attention, motivation and sensory needs.

All trips and outings are planned carefully and risk assessments consider different children's needs and difficulties. Sometimes parents are consulted over any specific risks for a child with additional needs, to work together to reach the best possible outcome for the child. If your child is invited on a school trip and you feel that there are specific risks or concerns that you would like to discuss, your child's class teacher is usually the best person to contact.

Link to return to the contents page.

ADMISSIONS AND TRANSITIONS

WHAT ARRANGEMENTS ARE MADE FOR THE ADMISSION OF A CHILD WITH SEND / DISABILITIES, INCLUDING THOSE WITH AN EDUCATION, HEALTH AND CARE PLAN?

Arrangements to visit Staples Road Primary school can be made by appointment with the school office. We want to know as much about your child as possible before they start with us. If there are any concerns or needs identified, please contact us to discuss. We sometimes contact a pre-school setting or previous school to support a transition to Staples Road.

Admissions for children starting school in reception, including for a child with SEND, is through Essex County Council and further information can be found here. Requests for places for children with an Education, Health and Care Plan are always through Essex, as part of the EHCP process. Applications for children with SEND, but no EHCP, follow the usual application procedure.

For children with an Education, Health and Care Plan, parents are invited to name a preferred school for their child as part of the EHCP process and then a school place is allocated by the statutory assessment service.

- **If your child is being assessed for an EHCP**, but you don't yet have one, you should still apply through the normal round of admissions. You need to let the school know if your child is being assessed for an EHCP. office@srps.efspt.org
- **Accessibility Consideration on Admission:** Consideration is given, on admission and transition from class to class in a child's journey through Staples Road Primary School, to classroom accessibility. If your child has a difficulty or disability which you feel would need such consideration, speak to the current class teacher or the SENDCO.
- **Mid-year admissions:** It is the policy of the Epping Forest Schools Partnership Trust to administer all mid-year admissions enquiries by email. Mid-year admissions are processed by the school. Applications can be made through the link on the school website.

HOW DO WE SUPPORT CHILDREN WITH CONTINENCE NEEDS?

- For children who have continence needs a meeting will be arranged with the parents and the relevant school staff to identify the child's toileting needs, and a plan will be put in place to develop the child's independent toileting. Advice will be sought from other professionals as required.
- The toileting will be included in the child's SEND Profile action plan and this will be reviewed at least termly.
- Staff working with children with continence needs will be fully aware of the child's individual toileting plan.
- Staff will inform another member of staff that they are taking/ a child is requesting to use the toilet with adult support.
- Staff will log on the home-school communication sheet how often the child is using the toilet each day.
- There is a more accessible toilet near the reception classrooms if required.
- We do not have a changing room facility, where a child is able to lay down, or a shower room.

For the purposes of this policy, continence also includes soiling.

Link to return to the contents page.

HOW DO WE SUPPORT CHILDREN WITH MEDICAL CONDITIONS OR TAKING MEDICATION?

- A child's medical condition can lead to the creation of a medical care plan in school.
- Medical plans are reviewed at least annually or when new medical information is shared.
- Children can have medical care plans and not have any Special Educational Needs and, likewise, can have a medical care plan and have Special Educational Needs. One does not automatically create the other as the two plans have different emphases / purposes.
- Information about a child's medical condition can be accessed in the school office.
- Parental consent is required for school to administer any medicine.
- We will only accept prescribed medicines that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must still be in date, but will generally be available to schools inside an insulin pen or a pump, rather than in its original container
- All medicines will be stored safely. Children will know where their medicines are at all times and be able to access them immediately. Medicines and devices such as asthma inhalers and adrenaline pens will always be readily available to children. Asthma inhalers are kept in the classrooms in labelled zip wallets. Adrenaline pens are kept in the school office. Controlled drugs that have been prescribed for a pupil will be securely stored in a non-portable container and only named staff should have access.
- The school will keep a record of all medicines administered to individual children, stating what, how and how much was administered, when and by whom. Any side effects of the medication to be administered at school should be noted.
- When no longer required, medicines should be returned to the parent to arrange for safe disposal. Sharps boxes should always be used for the disposal of needles and other sharps.
- Risk Assessments are completed for all outings. These include children with medical conditions and details of the medication needed to be taken on the outing.

HOW DO WE ENABLE TRANSITIONS FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS TO OR FROM STAPLES ROAD PRIMARY SCHOOL?

Transitioning to Staples Road Primary School:

- Children transitioning from a local nursery will be visited by a member of staff in their current setting. If they are not visited, contact will be made with the nursery provision via a phone call.
- Children will be invited to visit the reception classes.
- Children transitioning to a new class will spend time in their class, meeting their class teacher and becoming familiar with new SEND support staff.
- Where appropriate, some children may take home a transition book with photos to be shared during the summer holiday to prepare for the new year group and staff members.

Transitioning from Staples Road Primary School:

- Secondary schools are invited to speak to Staples Road staff, sometimes with parents and sometimes separately and attend Staples Road to meet children in their familiar setting.
- Additional visits are arranged for children transitioning to secondary school as required, these may include visiting the new school with a familiar learning support assistant (LSA) from Staples Road Primary School.
- Some elements of transition are driven by the secondary school preferences / capacity.

Link to return to the contents page.

WIDER INCLUSION AT STAPLES ROAD PRIMARY SCHOOL

OTHER FACTORS THAT MAY IMPACT ON A CHILD'S PROGRESS:

The school acknowledges that factors that are not SEND but may impact on progress and attainment include:

- Disability (the Code of Practice outlines the need for settings to make 'reasonable adjustment' for pupils with disability under current disability equality legislation but this alone does not necessarily constitute SEND)
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium
- Being a looked-after child or child in care
- Being the child of service personnel

The school's approach to children's needs, relating to any of the above, remains consistent in that it is child-centred and based on an 'assess, plan, do and review' cyclical structure. Further information relating to some of these points is outlined below:

Children with English as an Additional Language (EAL):

We currently have 32 home languages represented at Staples Road Primary School.

- EAL is not identified as a Special Educational Need within the Code of Practice. Difficulties related solely to limitations in English are not SEND. The school does provide additional provision, where appropriate or needed to support learners with EAL which is considered carefully according to need and reviewed regularly.
- Should parents have a concern relating to their child's access to English, where English is additional to another language for the child, then this concern should first be raised with the class teacher who will consider possible support / adaptations to support the child.

Children in Care:

Our designated teacher for children in care is Mrs Helen Davis and she can be contacted via hdavis@srps.efspt.org

Children who are currently in care do receive additional support and provision to enable them to enjoy and achieve. Their care and provision is monitored via a virtual school, and they have regular review meetings and 'personal education plans' (or PEPs) created to track and plan support. The school spending of additional funding is also monitored and authorised by the virtual school.

Pupil Premium:

Children who are in receipt of Pupil Premium, additional funding to support their learning, are offered additional support / provision to enable them to enjoy and achieve. The spending of this funding is outlined on the school website, under Pupil Premium Grant.

Being in receipt of pupil premium does not indicate a SEND, although it is possible for a learner to have a SEND and receive Pupil Premium Funding. All provisions are considered carefully according to need and reviewed regularly.

Learners with particular strengths or abilities in subjects:

All children have many abilities and talents and we strive to develop these during children's time at school. However, some children show particular abilities and strengths in some areas of learning. We recognise that these children may require extensions and enrichment activities in order to stimulate learning to a high level and to celebrate their achievements.

Link to return to the contents page.

Once children are working securely within their year group related expectations in subjects, our assessment systems allow them to begin to work within a 'mastery' level consolidating and applying the skills that they have developed to greater depth. This assessment would be shared with parents. Planning for children that are working within mastery levels for their age group is through the high quality teaching in class.

INCLUSION: THE PUPIL AND THE PARENT VOICE AT STAPLES ROAD PRIMARY SCHOOL

The Pupil Voice at Staples Road Primary School:

- Pupils' are encouraged to express interests and pose questions so that learning can explore and extend in a child-centred way.
- Pupils are encouraged to take ownership over their learning. All pupils are involved in developing and assessing their own learning and considering how they could improve.
- The school's work on developing a 'Growth Mindset' for learning is evident in discussion with children about their learning and their approach to learning.
- Children that are receiving additional or SEND support are encouraged and enabled (as appropriate) to share their aspirations and these are considered when teachers and parents develop outcomes to work toward, as small steps toward the overall aspirations. The child's contributions are recorded on their SEND Profile.
- Classes elect 'School Councillors' who meet half-termly with the Deputy Head. They contribute to the school's development through sharing the pupil voice on key issues as they arise.

Pupil responsibility is developed at Staples Road Primary School through

- 'Outdoor Play and Learning' or OPAL where all children are expected to consider, 'Is it safe? Is it fair? Is it fun?'
- School Councillors, as previously mentioned,
- 'Digital Leaders', advocating and promoting use of technology in school safely.
- 'Play Leaders' in Key Stage 2 who support the play of younger children
- 'Peer Mediators' support in mediating disagreements between younger children during lunchtime.
- 'Prefects' in year 6, who support the high standard of behaviour around the school at break times and lunch times.
- 'Mini Middays' where Year 6 children take responsibility for helping with an element of the dinner hall experience for younger children.

Pupils are awarded responsibilities in the school according to their interests and their skills.

The Parent Voice at Staples Road Primary School:

- We look to develop a partnership with parents in order to ensure the child's journey through Staples Road Primary School is one of growth, development and success. We hope that parents will support that partnership.
- The school holds two parents' evenings and one open evening each year for parents and current class teachers to meet.
- To keep parents informed we run workshops or coffee mornings on various topics: starting school, phonics, E-safety and reading for example. Parents are also invited to headteacher question and answer sessions throughout the school year.

Link to return to the contents page.

- We are always ready to speak to parents about any concerns they have about their child or child's progress. If you have a question or concern, an appointment with the class teacher is usually your first step and an appointment can be made to meet with them via email through office@srps.efspt.org. The SENDCO, Deputy or Headteacher can also be contacted if there should be a continuing need or concern.
- The school has a 'Parents Association' which organises events throughout the school year. The events often have a fund-raising element to raise money for the school. If parents are interested in working with the Parents Association, they can be contacted through the school office. It is sometimes possible for parents to support in school for particular activities or to be an adult on a school trip. Enquiries about these opportunities should first be addressed to the class teacher.

WHERE TO GO FOR FURTHER INFORMATION OR TO RAISE A QUESTION OR CONCERN?

A range of policies are available on the school's website, or we can provide copies on request.
For information on the Essex Local Offer, please click here.

Who to contact if you have a question or concern…

- Your first point of contact is your child's class teacher. You can contact them via email on office@srps.efspt.org
- If you still feel that you have further questions or concerns, you are able to contact the Deputy Head, Mrs Claire Dawson or the Headteacher, Mr Nick Mallender. Our Governors for SEND can be contacted through the school office office@srps.efspt.org or 020 8508 1241.

Independent Advice Relating to SEND:
For independent advice about SEND, separate from school or county, please see here.
The Essex SEND IAS Service (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND). It is free, easy to access and confidential.
You can access the helpline: 0333 013 8913 or complete the online form here.
(The helpline is manned throughout the year, 9am-5pm, Monday to Thursday and 9am – 4:30pm Fridays) or you can email: send.iass@essex.gov.uk
SEND Operations (Essex):
The central role of the SEND Operations Service is to carry out statutory responsibilities on behalf of Essex children with special educational needs and disabilities (SEND), as required by the SEND 0-25 years Code of Practice (Children & Families Act 2014). For further information please see here.
The contact number for statutory assessment is 0333 013 9911.

Status (Statutory, County, Child protection, Healthy Schools)	Statutory			
Consultation has taken place	With Pupils September 2026	With Parents September 2026	With Staff September 2026	With Governors September 2026
Date formally approved by Governors	30th September 2026			
Review date	September 2027			

Link to return to the contents page.

Person(s) responsible for implementation and monitoring	SENDCO / Inclusion: Helen Davis Headteacher : Nick Mallender SEND Governors: Marwan Mikdadi and Caroline Perham

This report will be reviewed in full by the Local Governing Body on an annual basis.

Approved by:

Signature: Headteacher Date……

Signature: Chair of Governors Date……

APPENDIX 1: POLICY / REPORT DEVELOPMENT, IMPLEMENTATION AND MONITORING

Development:

As stated previously, following a series of consultations with all stakeholders, this policy / report has been created to ensure that the school is enabling the best support and outcomes for children with SEND at Staples Road Primary School.

Implementation:

The SENDCO, in liaison with the Headteacher, is responsible for the report / policy's implementation and for monitoring its establishment. This monitoring is through:

- SEND development plan which is written annually and reviewed termly
- Learning observations
- Observations of the school experiences for children with SEND at Staples Road.
- Discussion with staff / staff professional development / staff performance management
- Feedback from parents
- Termly reviews with the Governor for SEND.

Monitoring and evaluating this policy / report

This policy / report will be monitored and will be reviewed annually. If amendments to the document are required before the review date, a notification would be shared with all stakeholders as an appendix to the original policy or report and then it would be included in the following annual report. Responsibilities of different staff roles are outlined but the implementation and monitoring of this document is the responsibility of the SENDCO / Inclusion Leader, the Headteacher, Deputy Head and the wider school leadership team.

Legislation and Guidance

This policy and SEND Information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

Link to return to the contents page.