



Policy for Special Educational Needs and Disability

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Introduction

Stifford Clays Primary School is committed to providing an inclusive, ambitious and nurturing learning environment in which all pupils can thrive. This Special Educational Needs and Disability (SEND) Policy sets out how the school identifies, assesses and meets the needs of pupils with SEND in accordance with the Children and Families Act 2014, the SEND Code of Practice (2014), the Equality Act 2010 and the expectations of the 2024 Ofsted Framework.

The school is currently developing an Inclusion Strategy for 2026–2027. This SEND Policy will be updated to reflect the finalised strategy once it has been approved by the Trust Board.

We recognise that pupils may require additional support, adaptations or reasonable adjustments at different points in their learning journey. Our approach is rooted in high-quality, adaptive teaching that enables pupils with SEND to access the same rich and challenging curriculum as their peers. We work collaboratively with parents, carers, external agencies and pupils themselves to ensure provision is coordinated, responsive and centred on each child's strengths, needs and aspirations.

Our commitment to inclusion is underpinned by early identification, strong partnership working and a graduated response that ensures pupils receive timely, effective and personalised support. Through this policy, we aim to remove barriers to learning, promote independence and secure positive outcomes for all pupils with SEND.

Aims

Stifford Clays Primary School aims to provide an inclusive, ambitious and nurturing environment in which pupils with Special Educational Needs and Disabilities (SEND) can achieve highly. We are committed to ensuring that every pupil receives high-quality teaching, appropriate adaptations and targeted support that enable them to access the full curriculum and develop socially, emotionally and academically.

We strive to remove barriers to learning through adaptive teaching, reasonable adjustments and evidence-based intervention. We believe that inclusion is a whole-school responsibility and that strong collaboration between staff, parents, carers, external agencies and pupils themselves is essential in securing positive outcomes.

We aim to identify needs at the earliest possible stage, respond swiftly through a graduated

approach and ensure that provision is personalised, regularly reviewed and centred on developing independence, confidence and a sense of belonging.

Objectives

Stifford Clays Primary School aims to ensure that pupils with SEND receive timely, effective and personalised support that enables them to access the full curriculum and make strong progress. To achieve this, we are committed to the following objectives:

- **Early identification:** To identify pupils' needs at the earliest possible stage through high-quality assessment, observation, discussion with parents and collaboration with external agencies.
- **Graduated response:** To implement a clear and consistent graduated approach (Assess, Plan, Do, Review) that is responsive to individual needs and regularly reviewed to ensure provision remains effective.
- **Adaptive teaching:** To ensure all staff deliver high quality, adaptive teaching that removes barriers to learning and enables pupils with SEND to access the same ambitious curriculum as their peers.
- **Reasonable adjustments:** To provide appropriate reasonable adjustments and subject-specific adaptations that support pupils' participation, independence and success across the curriculum.
- **Targeted intervention:** To offer evidence-based interventions that address specific needs, are time-limited, and are monitored for impact.
- **Pupil voice:** To ensure pupils contribute meaningfully to decisions about their support, provision and review processes.
- **Parent partnership:** To work collaboratively with parents and carers, valuing their knowledge and ensuring they are fully involved in planning and reviewing provision.
- **External agency collaboration:** To engage effectively with external professionals to secure coordinated, specialist support where required.
- **Staff development:** To provide ongoing professional development so staff have the knowledge, skills and confidence to meet the needs of pupils with SEND.
- **Monitoring and evaluation:** To monitor the effectiveness of SEND provision through regular review of pupil progress, staff practice and whole-school systems.
- **Inclusive culture:** To promote a whole-school culture of inclusion, respect and high expectations, ensuring pupils with SEND feel valued, safe and able to succeed.

Definition of SEND

A pupil has Special Educational Needs or Disabilities (SEND) *if they have a learning difficulty or disability that calls for special educational provision to be made for them* (SEND Code of Practice, 2014). A learning difficulty or disability is defined in the Children and Families Act 2014 as a significantly greater difficulty in learning than the majority of others of the same age, or a disability that prevents or hinders a pupil from making use of the educational facilities normally provided in mainstream schools.

Special educational provision is support that is additional to, or different from, that made generally for other pupils of the same age. This may include adaptations to teaching, targeted intervention, specialist advice or reasonable adjustments that enable pupils to access the curriculum and participate fully in school life.

The SEND Code of Practice identifies four broad areas of need. These categories help schools plan and organise provision, although pupils often have needs that span more than one area.

Communication and Interaction: Difficulties with understanding and using language, social communication, or flexibility of thought. This includes pupils with speech, language and communication needs and those with autism.

Cognition and Learning: Difficulties with learning, memory, processing, reasoning or problem-solving. This includes pupils with specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health: Difficulties with emotional regulation, anxiety, behaviour, attention or mental health that affect learning and participation.

Sensory and/or Physical Needs: Difficulties arising from physical disabilities, medical conditions, sensory impairments or issues with fine or gross motor skills.

(Areas of Special Educational Need - See Appendix One for further details)

These categories do not define a pupil; they help staff understand the nature of a pupil's needs so that appropriate support can be planned.

Many pupils who have SEND may also meet the definition of disability under the Equality Act 2010. A disability is a long-term physical or mental impairment that has a substantial impact on a child's ability to carry out normal day-to-day activities. Some pupils with long-term medical conditions such as asthma, diabetes, epilepsy or cancer may not have SEND. However, where a pupil requires special educational provision that is additional to, or different from, that normally available, they will be identified as having SEND in line with the Children and Families Act 2014.

Stifford Clays Primary School recognises that every pupil's profile is unique and that needs may change over time. Our approach is therefore flexible, responsive and centred on the individual.

Early Identification

Stifford Clays Primary School is committed to identifying pupils' needs at the earliest possible stage so that support can be put in place promptly and effectively. Early identification is rooted in high-quality teaching, careful observation and strong communication between staff, parents and pupils.

Teachers regularly monitor pupils' progress, engagement and wellbeing, and use assessment information to identify where a pupil may be experiencing barriers to learning. Concerns may arise from patterns in attainment, difficulties with language or communication, challenges with attention or processing, changes in social or emotional presentation, or emerging physical, sensory or medical needs.

When a teacher has a concern about a pupil's learning or development, they complete our SEN Concerns document. This record captures the nature of the concern, classroom observations, strategies already tried, and any relevant information from parents. The SEN Concerns document forms the first step in the graduated response and ensures that concerns are logged consistently and reviewed systematically.

Following completion of the SEN Concerns document, teachers implement a range of high-quality

teaching strategies and adaptive approaches that are appropriate to the pupil's needs. These may include scaffolding, modelling, vocabulary instruction, visual supports, chunking of tasks, pre-teaching or targeted feedback. Teachers monitor the impact of these strategies over time and record outcomes within the SEN Concerns process.

The class teacher discusses the completed SEN Concerns document and the impact of implemented strategies with the SENCO to agree next steps. These may include further classroom adaptations, short-term support, additional assessment or a period of monitoring. Parents are informed at this stage and their views are recorded. Pupil voice is included wherever appropriate.

SEND Support

Where a pupil has been identified as having SEND, we will take action to support effective learning by removing barriers to learning and by putting effective special educational provision in place. This SENDsupport will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – Assess, Plan, Do, Review.

A graduated approach will be implemented which recognises a child's level of need (See Appendix Three)



Graduated Response

Stifford Clays Primary School follows the graduated approach set out in the SEND Code of Practice. This ensures that pupils' needs are identified early, provision is planned carefully and support is reviewed regularly to secure strong outcomes. The graduated response is a cycle of Assess, Plan, Do, Review, and is used for all pupils who require additional support.

Assess

Teachers carry out high-quality assessment to build a clear understanding of a pupil's strengths, needs and barriers to learning. This includes classroom observation, discussion with parents, analysis of work, review of progress data and, where appropriate, advice from external professionals. Assessment is ongoing and informs decisions about next steps in teaching and support.

Plan

Where a pupil requires additional support, the class teacher, SENCO and parents work together to agree the adjustments, strategies or interventions that will be put in place. Plans set out clear, measurable outcomes and identify who is responsible for delivering each element of support. Pupils are involved in planning wherever appropriate.

Do

Teachers remain responsible for the progress of all pupils, including those receiving additional

support. Adaptive teaching, reasonable adjustments and targeted intervention are delivered as part of everyday classroom practice. Support staff work closely with teachers to implement agreed strategies and ensure pupils can access the full curriculum.

Review

Provision is reviewed regularly to evaluate its impact and decide whether changes are needed. Reviews consider pupil progress, the effectiveness of strategies, pupil voice and feedback from parents. Adjustments are made as required, and new outcomes may be set.

Exit criteria:

When a pupil has made sufficient progress in their area of need so that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and adapted teaching they will no longer be seen as requiring SEND support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the school's SEND register.

Assessment

Assessment at Stifford Clays Primary School is continuous, purposeful and rooted in high-quality teaching. It builds a clear picture of each pupil's strengths, needs and barriers to learning and informs decisions about provision within the graduated response.

Teachers use a range of assessment information including:

- classroom observation
- analysis of work and progress data
- discussion with parents and carers
- pupil voice
- outcomes from high-quality teaching strategies
- information from previous settings
- advice from external professionals

Assessment is not dependent on a formal diagnosis. The school responds to needs as they present, using the Assess, Plan, Do, Review cycle to refine understanding and plan appropriate support.

Where further clarity is required, the SENCO may carry out additional assessment or seek advice from external agencies such as speech and language therapy, occupational therapy or educational psychology. Recommendations from external professionals are incorporated into planning and reviewed regularly.

If a pupil continues to make limited progress despite high-quality teaching, reasonable adjustments and targeted intervention, the school may consider requesting an Education, Health and Care Needs Assessment from the local authority.

Roles and Responsibilities

SEND provision is a whole-school responsibility. All staff contribute to identifying needs,

removing barriers to learning and ensuring pupils with SEND can access the full curriculum.

The Trust Board

The Trust Board ensures the school fulfils its statutory duties regarding SEND. Trustees monitor the effectiveness of SEND provision, review policy annually and ensure resources are allocated appropriately.

Executive Headteacher and Head of School

The Executive Headteacher and Head of School have overall responsibility for ensuring the needs of pupils with SEND are met. This includes strategic oversight of provision, staffing, training and compliance with statutory requirements.

SENCO

The SENCO leads the strategic development of SEND provision and supports staff in implementing the graduated response. Responsibilities include:

- overseeing identification and assessment
- coordinating provision and reviewing impact
- maintaining SEND records and provision maps
- liaising with external agencies
- supporting staff development
- ensuring statutory processes are followed

Class Teachers

Class teachers are responsible for the progress and development of all pupils, including those with SEND. They:

- deliver high quality, adaptive teaching
- implement strategies recorded in the SEN Concerns document
- monitor the impact of adaptations and interventions
- work with the SENCO to review provision
- communicate regularly with parents
- contribute to Assess, Plan, Do, Review cycles

Support Staff

Support staff work under the direction of the class teacher and SENCO to deliver agreed strategies and interventions. They contribute to assessment, record impact and support pupils' independence.

Parents and Carers

Parents and carers are partners in the identification, planning and review of SEND provision. Their views are valued and recorded throughout the graduated response.

Pupils

Pupil voice is central to effective SEND provision. Pupils are encouraged to share their views, contribute to planning and understand their own learning needs.

Curriculum Access

Stifford Clays Primary School is committed to ensuring that all pupils, including those with SEND, can access the full, ambitious curriculum. Curriculum access is achieved through high-quality teaching, adaptive practice and reasonable adjustments that remove barriers to learning while maintaining high expectations for every pupil.

Teachers plan lessons that are inclusive from the outset, using a range of adaptive strategies to support pupils' participation and understanding. These may include scaffolding, modelling, vocabulary instruction, visual support, chunking of tasks, pre-teaching, structured routines and opportunities for overlearning. Adaptations are designed to promote independence and ensure pupils can engage meaningfully with the same curriculum content as their peers.

Widgit and Visual Support

Widgit symbols and visual resources are used consistently across the school as part of our universal offer. Widgit supports pupils' understanding of instructions, routines and key concepts by providing clear, accessible visual scaffolds. Staff use Widgit to create visual timetables, now/next boards, vocabulary mats, task sequences, behaviour prompts and subject-specific frameworks. This ensures pupils can process information more easily, reduces cognitive load and supports independence.

Widgit is embedded in EYFS, mainstream classrooms and the SEN Hubs, ensuring a consistent visual language that helps pupils navigate learning, transitions and daily routines confidently.

Subject-Specific Adaptations

Curriculum access is supported by subject-specific adaptations that respond to the demands of each discipline. For example, pupils may use concrete resources in mathematics, sentence stems and visual frameworks in English, simplified language and dual-coding in foundation subjects, or practical tasks and structured prompts in science and humanities. These adaptations ensure pupils can access key concepts without reducing curriculum breadth or ambition.

Teachers implement reasonable adjustments in line with the Equality Act 2010 to support pupils with disabilities. Adjustments may include changes to the environment, access arrangements, specialist equipment, adapted materials or personalised routines. These adjustments enable pupils to participate fully in lessons, assessments and wider school activities.

Curriculum access is reviewed regularly through the graduated response. Teachers monitor the impact of adaptations and adjust practice as needed. Provision maps record the adaptations and interventions in place for pupils with SEND, ensuring support is coordinated and reviewed systematically.

The school works closely with external professionals to incorporate specialist advice into curriculum planning. Recommendations from speech and language therapists, occupational therapists, educational psychologists and other specialists are integrated into classroom practice to support pupils' access to learning.

Stifford Clays Primary School is committed to maintaining an inclusive, ambitious curriculum that enables

all pupils to thrive. Adaptations are designed to support access, promote independence and secure strong outcomes for pupils with SEND.

Provision for Pupils with the Most Complex Needs

Stifford Clays Primary School provides two mainstream SEN Hubs for pupils with the most complex special educational needs who have an Education, Health and Care Plan. These hubs support children who are predominantly autistic, pre-verbal or at the earliest stages of language acquisition and unable to access the mainstream curriculum. The hubs offer a calm, structured and highly specialised environment that is low-arousal, predictable and sensory-friendly, enabling pupils to develop essential foundations in communication, regulation and independence.

Each child's curriculum is fully individualised and built around their developmental profile and EHCP outcomes. Most pupils access adapted phonics, early number work, Colourful Semantics as well as language-through-play, Attention Bucket sessions and a wide range of targeted interventions linked to their special educational needs. The Cherry Garden Branch Maps are used as the primary developmental assessment tool to identify each child's next steps, alongside Read Write Inc assessments and Arks Maths Mastery unit assessments, which staff then plan for through purposeful, structured activities. Some children also access the ABLLS programme, which provides a highly structured, skills-based approach for pupils who require discrete teaching and systematic instruction.

Progress across all areas is recorded through Evidence for Learning, where staff upload photos, videos and observations directly linked to each child's short-term targets and long-term EHCP outcomes, ensuring every step of progress is captured, celebrated and used to inform ongoing planning.

Neuro-Affirming Practice

Stifford Clays Primary School is committed to a neuro-affirming approach that recognises, values and celebrates neurological diversity. We understand that pupils think, communicate, process and engage with the world in different ways, and we aim to create an environment in which every child feels respected, understood and able to thrive.

Neuro-affirming practice is embedded across the school and informs our teaching, interactions, environment and decision-making. It ensures that pupils' differences are not viewed as deficits, but as part of their identity, strengths and learning profile.

Principles of Neuro-Affirming Practice

Our neuro-affirming approach is rooted in the following principles:

- **strengths-based language** that focuses on what pupils can do and how they learn best
- **respect for communication differences**, including non-verbal communication, AAC, gesture, sign and alternative expressive methods
- **predictable routines and clear structure** to reduce uncertainty and support regulation
- **flexible expectations** that recognise diverse sensory, social and cognitive needs
- **validation of pupils' lived experiences**, including their sensory preferences, interests and ways of engaging
- **collaborative problem-solving** that supports pupils to understand themselves and develop independence

Communication and Interaction

Staff use communication approaches that respect pupils' individual profiles, including:

- modelling clear, concrete language
- offering processing time
- using visual supports, including Widgeit, dual-coding and structured frameworks
- recognising that eye contact, facial expression or social reciprocity may differ across pupils
- supporting alternative communication systems where needed

Sensory Regulation and Environment

The school adopts a neuro-affirming approach to sensory needs by:

- providing access to sensory breaks
- offering movement opportunities
- using low-arousal spaces where appropriate including class wellbeing areas
- adapting lighting, noise and seating arrangements
- supporting pupils to understand and communicate their sensory preferences

These approaches help pupils regulate, engage and participate meaningfully in learning.

Behaviour and Emotional Regulation

Behaviour is understood through a neuro-affirming lens that recognises:

- communication differences
- sensory overload
- anxiety
- processing challenges
- emotional regulation needs

Staff respond using co-regulation, predictable routines, visual supports and calm, relational approaches. Behaviour is not viewed as a choice but as communication of unmet need.

Curriculum Access and Adaptive Teaching

Neuro-affirming practice is embedded in adaptive teaching through:

- scaffolded tasks
- chunked instructions
- visual frameworks
- structured routines
- opportunities for overlearning
- subject-specific adaptations

These approaches ensure pupils can access the same ambitious curriculum as their peers.

Working with Families

We work closely with families to understand pupils' strengths, interests, communication preferences and sensory needs. Parents' insights are valued and incorporated into planning, provision and review processes.

Promoting Independence and Self-Advocacy

Pupils are supported to:

- understand their own learning profile
- recognise what helps them
- communicate their needs
- make choices
- develop independence

This empowers pupils to become confident, self-aware learners.

Attendance, Part-Time Timetables and Reduced Provision

Stifford Clays Primary School is committed to ensuring that all pupils, including those with SEND, access a full and ambitious education. Attendance is a key factor in securing positive outcomes, and the school works proactively to remove barriers that may affect attendance, participation or engagement.

Attendance Expectations

All pupils, including those with SEND, are expected to attend school full-time unless a statutory exemption applies. Attendance is monitored closely, and patterns of absence are explored sensitively to identify whether unmet needs, anxiety, medical issues or barriers to access may be contributing factors. Explore: Graduated Response

Where attendance concerns arise, the SENCO works with families, class teachers and external professionals to understand the underlying causes and plan appropriate support. This may include adjustments to routines, sensory regulation strategies, communication supports, or targeted intervention to reduce anxiety and increase readiness for learning.

Part-Time Timetables

Part-time timetables are only used in exceptional circumstances, must be time-limited, and must be agreed with parents and authorised by the Executive Headteacher. They are never used as a long-term solution or as a behaviour management strategy.

A part-time timetable may be considered when:

- a pupil is medically unwell and a phased return is recommended
- a pupil is experiencing significant anxiety or dysregulation
- a pupil is transitioning into a new setting or provision
- external professionals advise a temporary reduction in hours

Any part-time timetable must:

- have a clear rationale
- include a written plan outlining support and review dates
- be monitored weekly
- be reviewed formally at least every 10 school days
- aim to return the pupil to full-time education as quickly as possible

Reduced or Alternative Provision

Reduced provision is only considered when a pupil's needs cannot be met safely or appropriately within full-time mainstream attendance. This may include:

- medical needs requiring home-based learning
- phased reintegration following illness or trauma
- temporary specialist provision recommended by professionals

Reduced provision must:

- be agreed with parents
- be supported by evidence from external agencies
- include clear learning plans and EHCP-aligned outcomes
- be monitored closely by the SENCO
- be reviewed frequently to ensure it remains appropriate

Reduced provision is not used:

- as a response to behaviour
- as a substitute for appropriate SEND support
- without a clear plan for increasing access over time

Suspensions and Exclusions

Where behaviour incidents occur, the school considers whether unmet SEND needs, sensory overload, communication differences or emotional regulation difficulties may have contributed. Reasonable adjustments are applied wherever appropriate, and suspensions are only used as a last resort.

Explore: Behaviour and Exclusions

Monitoring and Review

Attendance, part-time timetables and reduced provision are monitored through:

- regular SENCO, Head of School and Executive Headteacher review meetings
- APDR cycles
- professional dialogue with staff
- parent feedback
- external agency recommendations

All decisions are recorded and stored securely in line with data protection requirements.

Behaviour, Suspensions and Exclusions

Stifford Clays Primary School is committed to a neuro-affirming, relational approach to behaviour that recognises the diverse ways pupils communicate, regulate and respond to their environment. Behaviour is understood as a form of communication, and staff work proactively to identify underlying needs, reduce barriers and support pupils to feel safe, regulated and ready to learn.

Understanding Behaviour Through a SEND Lens

Many pupils with SEND may experience differences in communication, sensory processing, emotional regulation, cognitive load, social understanding or flexibility of thought. These differences can affect how pupils respond to demands, transitions, uncertainty or sensory input. Staff use a neuro-affirming lens to

interpret behaviour, recognising that distress, avoidance, shutdown or dysregulation often signal unmet needs rather than deliberate choices. Explore: Neuro-affirming practice

Reasonable Adjustments for Behaviour

In line with the Equality Act 2010, reasonable adjustments are made to support pupils with SEND to meet behavioural expectations. These may include visual supports (including Widgit), predictable routines, sensory breaks, reduced language, co-regulation strategies, access to low-arousal spaces, adapted expectations and personalised behaviour prompts. Explore: Curriculum Access

Proactive Support and Early Intervention

Staff use proactive strategies to reduce the likelihood of distress or dysregulation, including pre-teaching routines, preparing pupils for change, supporting transitions, reducing sensory overload, modelling emotional language, teaching regulation strategies and building strong, trusting relationships. Explore: Graduated Response

SEMH Plans, Behaviour Support Plans and Risk Assessments

Stifford Clays Primary School uses a range of personalised plans to support pupils whose social, emotional or behavioural needs affect their ability to engage safely and successfully in school. These plans ensure that provision is proactive, coordinated and responsive to each pupil's developmental profile.

SEMH Plans

SEMH Plans are created for pupils experiencing significant anxiety, emotional distress or school-based avoidance. These plans identify triggers, outline personalised regulation strategies, include sensory supports, set clear routines, incorporate pupil voice and detail how staff will provide co-regulation.

Daily Report Cards

Daily Report Cards help pupils focus on positive choices, develop self-regulation and celebrate successes. They break the day into manageable sections, reinforce routines, highlight strengths, support communication with families and promote independence.

Behaviour Support Plans

Behaviour Support Plans (BSPs) provide structured, personalised strategies for pupils who require additional support to participate safely. BSPs identify underlying needs, outline proactive strategies, specify reasonable adjustments, detail personalised responses and ensure consistent approaches across staff. Explore: Neuro-affirming practice

Risk Assessments

Risk Assessments are completed for pupils who display behaviours that may pose a risk to themselves or others. These assessments identify potential risks, outline preventative strategies, specify environmental adaptations, detail safe responses and ensure staff understand how to maintain safety while supporting regulation.

Monitoring and Review

All SEMH Plans, BSPs and Risk Assessments are shared with relevant staff, reviewed through APDR cycles, updated following incidents or changes in need, stored securely and used to inform provision maps, interventions and statutory processes.

Recording and Monitoring Behaviour

Behaviour incidents are recorded and monitored to identify trends, triggers and unmet needs through our CPOMS system. Monitoring considers sensory factors, communication differences, environmental triggers, emotional regulation needs, curriculum access barriers and social dynamics.

Suspensions

Suspensions are only used as a last resort and never as a substitute for appropriate SEND support. Before a suspension is issued, leaders consider whether reasonable adjustments were in place, whether unmet SEND needs contributed, whether sensory overload or communication difficulties played a role, and whether alternative responses could maintain safety. Reintegration is planned carefully and includes pupil voice. Explore: Working with families

Exclusions

Permanent exclusion is extremely rare and only considered when all other strategies have been exhausted and the school cannot safely meet the pupil's needs. Leaders review the pupil's SEND profile, provision maps, intervention records, sensory and communication needs, external professional advice and the sufficiency of reasonable adjustments.

Reintegration and Support

Following any suspension or exclusion, reintegration is planned carefully and may include personalised transition plans, visual supports, sensory regulation strategies, adapted routines, additional adult support, targeted intervention and review of provision maps and APDR cycles.

EYFS SEND Provision (Including Nursery for 2- and 3-Year-Olds)

Stifford Clays Primary School is committed to ensuring that pupils in the Early Years Foundation Stage (EYFS), including those in our Nursery for 2- and 3-year-olds, receive high-quality, inclusive provision that supports communication, social development, sensory regulation and early learning. The EYFS is a crucial period for identifying emerging needs, establishing strong foundations and working closely with families to secure positive long-term outcomes.

Nursery SEND Provision (2- and 3-Year-Olds)

Our Nursery provides early education for 2- and 3-year-olds, offering a nurturing, language-rich and sensory-aware environment where early developmental needs can be identified and supported. Staff observe pupils' play, communication, interaction and sensory preferences closely to identify emerging needs at the earliest stage.

Early Identification in Nursery

Early identification in Nursery focuses on:

- communication and language development
- social interaction and engagement
- sensory processing and regulation
- early motor development
- attention and listening
- play skills and exploration
- emotional presentation and attachment behaviours

Where concerns arise, staff complete the SEN Concerns document and implement targeted strategies within continuous provision. Explore: Early identification

Early Help, External Referrals and Family Signposting (Nursery)

Stifford Clays Primary School works proactively with external agencies to ensure early needs are identified and supported effectively. For pupils in Nursery, staff may:

Early Support Team Referrals

Where emerging developmental, communication or social needs are identified, the Nursery team may refer to the **Early Support Team**. This provides families with early-help assessment, home-based support, parenting guidance and coordinated multi-agency involvement where required.

Children's Centres (SALT Signposting)

Families may be signposted to local **Children's Centres** for early Speech and Language Therapy support. This includes:

- drop-in SALT sessions
- early communication groups

- parent workshops
- advice on supporting language development at home

This ensures families receive timely, accessible support while school-based strategies continue.

Paediatrician Referrals

Where concerns relate to medical, developmental or neurodevelopmental needs, staff may support families to make a referral to the **community paediatrician**. This may include concerns around:

- delayed communication
- sensory processing differences
- motor development
- sleep, feeding or regulation
- possible neurodevelopmental profiles

Staff provide supporting evidence, observations and documentation to assist families with the referral process.

Collaborative Working with Families

Families are involved at every stage. Staff:

- share observations sensitively
- explain referral pathways clearly
- support families to complete forms
- provide written evidence where required
- maintain regular communication throughout the process

Adaptive Practice for 2- and 3-Year-Olds

Nursery staff use developmentally appropriate adaptive strategies, including:

- visual supports and visual routines
- simplified language and modelling
- sensory-friendly spaces and movement opportunities
- structured play invitations
- small-group interaction and turn-taking support
- early vocabulary instruction
- co-regulation and emotional modelling
- predictable routines and transitions

These adaptations ensure pupils can access learning through play, exploration and interaction. Explore: Curriculum access

Communication and Interaction in Nursery

Communication development is prioritised through:

- modelling language during play
- supporting attention and listening
- using visual timetables and now/next boards
- gesture, sign and AAC where appropriate

- early intervention programmes such as Attention Bucket
- close collaboration with speech and language therapists

Sensory Regulation in Nursery

Nursery environments are designed to support sensory regulation through:

- low-arousal spaces
- sensory baskets and calming resources
- outdoor regulation opportunities
- flexible seating and movement breaks
- observation of sensory preferences and triggers

Transition from Nursery to Reception

Transition planning for pupils with SEND begins early and includes:

- enhanced transition visits
- visual transition materials
- meetings between Nursery and Reception staff
- updated provision maps
- review of sensory and communication needs
- pupil voice where appropriate

Reception SEND Provision

Reception staff continue to build on early identification and adaptive practice, ensuring pupils access continuous provision and adult-led learning through:

- Widgit symbols and visual frameworks
- structured routines and predictable transitions
- targeted language groups
- sensory regulation strategies
- scaffolded play and learning
- early literacy and numeracy interventions
- ongoing APDR cycles

Assessment is rooted in observation, developmental checklists, parental insight and external professional advice.

Interventions

Interventions at Stifford Clays Primary School are evidence-based, carefully matched to assessed need, and designed to support pupils in making strong progress towards their short-term targets and long-term EHCP outcomes. They complement high-quality teaching and adaptive practice, forming part of the graduated response and reviewed regularly through Assess, Plan, Do, Review cycles. Explore: Graduated Response

Interventions are selected according to each pupil's developmental profile, stage of learning and identified barriers. They are purposeful, structured and responsive, ensuring pupils receive targeted support that builds on their strengths and addresses their specific needs.

Examples of interventions delivered across the school include:

- **Colourful Semantics** to support sentence structure, vocabulary and expressive language
- **Read Write Inc one to one tuition and small group sessions** for early reading and writing skills
- **SNIP Reading and Spelling** for high-frequency word acquisition
- **Language for Thinking** to develop verbal reasoning, inference and comprehension
- **Socially Speaking and Talkabout** to build social communication, turn-taking, emotional literacy and social understanding
- **Early number skills** and **Ark Maths Mastery interventions** to strengthen conceptual understanding, fluency and mathematical reasoning
- **Maths for Life** for functional, real-world numeracy
- **Attention Bucket** to build shared attention, engagement and turn-taking
- **Social group interventions** to develop cooperation, interaction and early social communication skills
- **SEMH interventions** including Zones of Regulation, emotional literacy work, sensory regulation strategies and nurture-based activities
- **Dough Disco** to strengthen fine motor skills and hand control
- **See and Learn** for structured early literacy and language development

These interventions are delivered by trained staff and planned collaboratively by class teachers, LSAs and the SENCO to ensure consistency, fidelity and impact.

Monitoring and Recording Intervention Impact

Intervention impact is monitored through observation, pupil voice, work samples, data sheets, frequency charts and Evidence for Learning uploads. Intervention Record documents are created to monitor the impact of these interventions. For our EHCP children, staff record photos, videos and observations directly linked to each child's short-term targets and long-term EHCP outcomes, ensuring progress is captured and used to inform planning.

Interventions are adapted, intensified or discontinued if they are not having the intended impact, ensuring provision remains responsive, purposeful and effective.

Monitoring and Evaluation

Monitoring and evaluation at Stifford Clays Primary School ensure that all SEND provision, including classroom practice, interventions and specialist support, is effective, consistent and aligned with pupils' assessed needs and EHCP outcomes. Monitoring is continuous, multi-layered and forms a core part of the graduated response. Explore: Graduated Response

Approach to Monitoring

SEND provision is monitored through a combination of:

- **learning walks** focusing on adaptive teaching, access to the curriculum and the use of agreed strategies
- **book looks and work sampling** to evaluate access, scaffolding, independence and progress over time
- **pupil voice** to understand how pupils experience learning, routines and support
- **intervention reviews** examining fidelity, engagement and impact
- **data analysis** including progress towards short-term targets, long-term EHCP outcomes and wider attainment
- **professional dialogue** between teachers, LSAs, subject leaders and the SENCO

This multi-layered approach ensures that provision is responsive, consistent and aligned with pupils' needs.

Monitoring of Interventions

Interventions are monitored through:

- observation of sessions
- review of intervention record documents
- analysis of progress against planned targets
- Evidence for Learning uploads linked to short-term targets
- termly APDR review meetings

Interventions are adapted, intensified or discontinued if they are not having the intended impact, ensuring provision remains purposeful and effective. Explore: Evidence for Learning

Evaluation of Impact

Evaluation focuses on whether pupils:

- make progress towards their short-term targets
- demonstrate improved communication, independence, regulation or engagement
- access learning more successfully within the classroom
- require fewer or different adaptations over time
- show increased confidence and participation
- make measurable progress towards long-term EHCP outcomes

Evaluation also considers the effectiveness of staff practice, the consistency of strategies and the quality of collaboration between adults supporting the pupil.

Role of the SENCO

The SENCO leads the monitoring and evaluation of SEND provision by:

- reviewing assessment information and Evidence for Learning profiles
- analysing intervention record documents, looking at the impact and next steps
- conducting learning walks and pupil observations
- meeting regularly with teachers and LSAs
- ensuring statutory processes, including annual reviews, are informed by robust evidence
- identifying training needs and ensuring staff have the skills required to deliver high-quality provision

Reporting and Review

Findings from monitoring activities inform:

- provision maps
- APDR cycles
- EHCP annual reviews
- staff training priorities
- strategic development of SEND provision

Monitoring outcomes are shared with senior leaders, governors and external professionals where appropriate, ensuring accountability and continuous improvement.

LSA Deployment

Learning Support Assistants (LSAs) play a vital role in supporting pupils with SEND to access the curriculum, develop independence and participate fully in school life. Stifford Clays Primary School deploys LSAs strategically to ensure support is purposeful, evidence-based and aligned with the graduated response.

Principles of Effective LSA Deployment

LSA deployment is guided by the following principles:

- support is planned, intentional and linked to clear outcomes
- LSAs promote independence rather than dependence
- LSAs scaffold learning rather than complete tasks for pupils
- LSAs use adaptive, neuro-affirming strategies
- LSAs work under the direction of the class teacher
- LSAs contribute to assessment, observation and review
- LSAs provide consistent, predictable support for pupils with SEND

Roles and Responsibilities

LSAs support pupils through:

- implementing targeted interventions
- providing in-class scaffolding
- supporting communication and language development
- facilitating sensory regulation strategies
- modelling routines and expectations
- supporting social interaction and play
- delivering pre-teaching and overlearning
- preparing visual supports, including Widgit resources
- contributing to APDR cycles through observation and feedback

LSAs work closely with class teachers, the SENCO and external professionals to ensure support is consistent and aligned with specialist advice.

Deployment Across the School

LSAs are deployed flexibly to meet the needs of pupils across:

- Nursery (2- and 3-year-olds)
- Reception
- Key Stage 1
- Key Stage 2
- SEN Hubs
- Intervention groups

Deployment is reviewed regularly to ensure support matches pupil need, cohort profile and provision map priorities.

Support for Pupils with High Needs

For pupils with significant SEND needs, LSAs may provide:

- structured 1:1 support
- small-group targeted intervention
- sensory regulation support
- communication scaffolding
- personalised routines and transitions
- support with SEMH Plans, Behaviour Support Plans and Risk Assessments

This support is always planned, monitored and reviewed to ensure it remains effective and promotes independence.

Intervention Delivery

LSAs deliver evidence-based interventions under the direction of the SENCO and class teacher.

Interventions may include:

- phonics and early literacy
- maths fluency
- speech and language programmes
- social communication groups
- sensory regulation programmes
- emotional literacy and wellbeing support

Interventions are recorded on provision maps and reviewed through APDR cycles.

Training and Professional Development

LSAs receive ongoing training to ensure they have the knowledge and skills to support pupils effectively.

Training includes:

- adaptive teaching
- communication and interaction
- sensory processing
- SEMH and emotional regulation
- safeguarding
- Widgit and visual support
- early language development
- behaviour support and de-escalation

Relevant members of the LSA team attend termly training based on role and identified need.

Working in Partnership with Teachers

LSAs work under the direction of the class teacher, who retains responsibility for:

- planning
- assessment
- curriculum delivery
- pupil progress

Teachers and LSAs meet regularly to discuss pupil needs, review strategies and plan next steps. This ensures support is coordinated, consistent and aligned with curriculum intent.

Promoting Independence

LSAs support pupils to develop independence through:

- scaffolding rather than doing
- modelling strategies
- encouraging self-regulation
- using visual supports
- fading support when appropriate
- reinforcing routines and expectations

This approach ensures pupils build confidence, resilience and autonomy in their learning.

Provision Mapping and Record Keeping

Stifford Clays Primary School maintains clear, accurate and up-to-date records of SEND provision to ensure support is coordinated, monitored and reviewed effectively.

Provision Maps and Intervention Records

Provision maps and Intervention Records outline the additional support, interventions and reasonable adjustments in place for pupils with SEND. They include:

- identified needs
- agreed outcomes
- classroom adaptations
- targeted interventions
- external agency recommendations
- review dates and impact summaries

Provision maps and Intervention Records are reviewed regularly as part of the graduated response and updated following Assess, Plan, Do, Review cycles.

SEN Concerns Records

The SEN Concerns document is used at the earliest stage of identification. It records concerns, strategies implemented by the class teacher and the impact of these strategies. This ensures early support is consistent and monitored.

SEND Register

The SEND Register is maintained by the SENCO and updated following reviews, assessments or changes in need. It ensures staff have accurate information about pupils requiring additional support.

External Agency Reports

Reports from external professionals are stored securely and used to inform planning and provision. Recommendations are incorporated into provision maps and reviewed regularly.

Annual Reviews

For pupils with Education, Health and Care Plans, annual reviews are completed in line with statutory requirements. Updated outcomes and provision are recorded and shared with the local authority.

Whole-School Monitoring and Review

Stifford Clays Primary School monitors SEND provision at a whole-school level to ensure that systems, processes and practice remain effective, consistent and aligned with pupils' needs. Strategic monitoring focuses on evaluating the impact of the graduated response, the quality of adaptive teaching and the effectiveness of provision across the school.

Strategic Oversight

SEND provision is monitored through:

- termly SENCO reports to senior leaders
- Trust-level SEND reviews
- analysis of whole-school SEND progress data
- evaluation of attendance, behaviour and safeguarding patterns for pupils with SEND
- review of provision map effectiveness across year groups
- monitoring of statutory compliance (EHCP processes, annual reviews, access arrangements)

This ensures that SEND provision remains aligned with school priorities, Trust expectations and statutory requirements.

Quality of Teaching and Adaptation

Senior leaders and the SENCO monitor the quality of adaptive teaching and inclusive practice through:

- learning walks
- classroom visits
- review of visual support and Widgit use
- evaluation of classroom environments and sensory regulation supports

Findings inform staff training, coaching and professional development.

Reviewing Systems and Processes

Whole-school SEND systems are reviewed regularly to ensure they remain effective. This includes:

- evaluating the SEN Concerns process
- reviewing intervention pathways
- monitoring LSA deployment across the school
- reviewing early identification procedures in EYFS
- evaluating support for pupils with the most complex needs

These reviews ensure that systems are efficient, consistent and responsive.

Continuous Improvement

Outcomes from whole-school monitoring inform:

- school improvement planning
- staff training priorities
- development of the Inclusion Strategy
- refinement of SEND processes and documentation
- strategic decisions about resourcing and deployment

This ensures SEND provision remains ambitious, inclusive and centred on pupils' strengths, needs and aspirations.

Education, Health and Care Plans (EHCPs) and Annual Reviews

Stifford Clays Primary School ensures that all statutory processes relating to Education, Health and Care Plans are completed in line with the SEND Code of Practice. Provision for pupils with EHCPs is planned, delivered and reviewed carefully to ensure needs are met and pupils make strong progress towards their long-term outcomes.

Implementation of EHCP Provision

Provision outlined in Section F of each EHCP is implemented in full. Class teachers, LSAs and the SENCO work collaboratively to ensure:

- daily classroom practice reflects the pupil's identified needs
- agreed adaptations and strategies are consistently applied
- targeted interventions are delivered with fidelity
- provision maps accurately record all support
- progress towards outcomes is monitored and reviewed

Provision is adjusted as needed through ongoing Assess, Plan, Do, Review cycles.

Monitoring Progress Towards EHCP Outcomes

Progress towards long-term EHCP outcomes is monitored through:

- short-term target reviews
- Evidence for Learning observations
- intervention impact data
- pupil voice
- professional dialogue between staff and the SENCO

Monitoring ensures provision remains responsive and aligned with the pupil's developmental profile.

Annual Review Process

Annual Reviews are completed in line with statutory requirements. The process includes:

- gathering updated information from school staff, parents and external professionals
- reviewing progress towards long-term outcomes
- evaluating the effectiveness of provision
- identifying new needs or changes in circumstances
- agreeing updated outcomes and provision for the next year

Parents, carers and professionals are invited to contribute fully to the review. The SENCO chairs the meeting and ensures all documentation is completed accurately.

Submission to the Local Authority

Following the Annual Review meeting:

- the SENCO submits the completed paperwork to the local authority within the statutory timeframe
- updated outcomes, provision and recommendations are clearly recorded
- any requests for amendments, placement changes or additional support are submitted with supporting evidence

The local authority then issues an updated EHCP or confirms that no changes are required. Explore: EHCP process

Interim and Emergency Reviews

Interim or emergency reviews may be held if:

- needs change significantly
- provision is no longer appropriate
- a placement is at risk
- external professionals recommend urgent changes

These reviews follow the same structure as annual reviews and ensure provision remains appropriate and effective.

Transition

Stifford Clays Primary School ensures that all transitions are planned carefully so pupils with SEND experience consistency, predictability and security when moving between classes, key stages or educational settings. Transition arrangements are personalised, proactive and designed to reduce anxiety, build confidence and support pupils to feel prepared for change.

Internal Transitions

Internal transitions, including moving to a new class or key stage, are planned collaboratively by class teachers, LSAs and the SENCO. Support may include:

- transition meetings between current and new staff
- sharing of provision maps, strategies and assessment information
- opportunities for pupils to visit new classrooms and meet new adults
- personalised transition booklets with photos, routines and key information
- visual supports to explain new expectations and changes
- gradual introduction of new environments or routines where needed

These arrangements ensure pupils understand what will stay the same, what will change and who will support them.

Transition into the SEN Hubs

For pupils joining the SEN Hubs, transition is planned carefully to ensure they feel safe, supported and familiar with the environment. This may include:

- multiple short visits
- opportunities to meet key adults
- familiarisation with routines, spaces and resources
- personalised visual materials
- parent meetings to share information and expectations
- an adapted 'settling in' plan to support them to settle

Transition to Secondary School

Transition to secondary school is planned in partnership with receiving settings, parents and external professionals. Support may include:

- enhanced transition meetings
- sharing of provision maps, EHCPs and assessment information
- additional visits to the new school
- supported exploration of the school website, photos and staff information
- use of site maps to understand where subjects are based
- personalised transition booklets
- opportunities to practise routines such as moving between rooms or meeting new adults

These arrangements help pupils understand new expectations, reduce uncertainty and build confidence.

Transition for Pupils with EHCPs

For pupils with Education, Health and Care Plans, transition planning forms part of the annual review process. The SENCO works closely with parents, external professionals and receiving settings to ensure:

- needs and outcomes are clearly understood
- provision is planned in advance
- appropriate support is in place from the start
- information is shared securely and promptly

Where necessary, additional transition meetings or visits are arranged to ensure a smooth and well-supported move.

Mid-Year Transitions

For pupils joining or leaving the school mid-year, the SENCO ensures:

- information is gathered from previous settings
- provision is planned promptly
- pupils receive a supportive induction
- parents are fully involved in the process

This ensures continuity of support and minimises disruption.

Statutory Information

Stifford Clays Primary School fulfils all statutory duties relating to pupils with special educational needs and disabilities. The school's SEND arrangements comply with the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010 and all relevant local authority requirements.

Local Offer

Information about the support available for children and young people with SEND in Thurrock can be found in the Thurrock Local Offer: <https://www.thurrock.gov.uk/special-educational-needs-and-disability-send-local-offer> This provides details of services, provision, guidance and pathways for families.

School SEND Information Report

The school publishes an annual SEND Information Report, which outlines how Stifford Clays Primary School identifies, assesses and supports pupils with SEND. The report is available on the school website and updated each academic year in line with statutory requirements. Explore: SEND Information Report

Accessibility

Stifford Clays Primary School complies with the Equality Act 2010 and maintains an Accessibility Plan that sets out how the school will:

- increase access to the curriculum
- improve the physical environment
- enhance the availability of accessible information

The plan is reviewed regularly and published on the school website. Explore: Accessibility

Complaints Procedure

Complaints relating to SEND provision should be raised initially with the class teacher or SENCO. If concerns remain, parents may follow the school's Complaints Policy, which is available on the school website. The school ensures that all SEND-related complaints are handled sensitively, promptly and in line with statutory guidance. Explore: Complaints

Safeguarding

Safeguarding procedures apply to all pupils, including those with SEND. Staff are trained to recognise how additional needs may affect communication, behaviour or disclosure. The school's Safeguarding Policy outlines statutory responsibilities and is available on the school website. Explore: Safeguarding

Data Protection and Record Keeping

All SEND records, including provision maps, external reports and EHCP documentation, are stored securely and managed in line with data protection legislation. Information is shared with parents and professionals only when appropriate and lawful.

Related Policies and Documents

Stifford Clays Primary School's SEND Policy should be read alongside a range of statutory and school-level policies that together ensure a consistent, safe and inclusive approach to meeting pupils' needs. These policies provide further detail on safeguarding, behaviour, curriculum access, equality and wider school procedures.

Statutory and Whole-School Policies

The SEND Policy links directly to the following whole-school policies:

- **Safeguarding and Child Protection Policy:** outlines procedures for keeping pupils safe, including those with SEND who may be more vulnerable.
- **Behaviour Policy:** details expectations, reasonable adjustments and responses to behaviour, including suspensions and exclusions.
- **Equality Duty and Accessibility Plan:** sets out how the school meets its duties under the Equality Act 2010, including reasonable adjustments and accessibility improvements.
- **Attendance Policy:** explains expectations for attendance, part-time timetables and reduced provision.
- **Curriculum Policy:** outlines how the curriculum is designed to be ambitious, inclusive and accessible for all pupils.

SEND-Specific Documents

The following documents support SEND practice and should be read alongside this policy:

- **Provision Maps:** outline interventions, adaptations and targeted support for pupils with SEND.
- **APDR (Assess–Plan–Do–Review) Records (SEN support plans and EHCP short term target plans):** document the graduated response for individual pupils.
- **SEMH Plans:** support pupils experiencing anxiety, emotional distress or school-based avoidance.
- **Behaviour Support Plans (BSPs):** provide personalised strategies for pupils requiring structured behavioural support.
- **Risk Assessments:** ensure safe participation for pupils who may present unsafe behaviours.
- **LSA Deployment Framework:** explains how LSAs are deployed to support pupils effectively.
- **Early Years SEN Concerns Document:** used for early identification in Nursery and Reception.
- **Medical Needs Policy / Individual Healthcare Plans:** outline support for pupils with medical conditions.

External Guidance and Statutory Frameworks

SEND provision at Stifford Clays Primary School is informed by:

- SEND Code of Practice (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- EYFS Statutory Framework (2024)
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2026)

These documents provide the statutory foundation for identification, assessment, provision and review.

Local Authority Guidance

The school follows local authority procedures for:

- Early Support Team referrals
- Children's Centre SALT signposting
- Paediatrician referrals
- EHCP applications and annual reviews
- Specialist outreach support
- Graduated Response pathways

Appendices

Appendix One – Areas of Special Educational Need
 Appendix Two – SEND Initial Concerns Form
 Appendix Three – Graduated Approach to SEND
 Appendix Four – SCPS SEND Information Report

SCPS SEND Policy – Appendix One

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning:

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SPLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SPLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs:

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs:

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi- sensory impairment (MSI - sometimes referred to as Deaf blind)
- Physical disability (PD).

SEND Policy – Appendix Two

SCPS SEND Concerns Form

Child:	Class:	Date of Birth:
Concerns: Please tick which area(s) of SEN/D is/are of concern for this pupil: • Cognition and Learning • Social, Emotional and Mental health development • Communication and Interaction • Sensory and/or Physical Needs Please provide brief details of your concerns:		
High Quality First Teaching strategies /interventions already tried and the impact of these:		
HQFT Strategies (Wave 1):	Impact	
Group interventions (Wave 2)	Impact	

Parental views: (including any relevant background information)

Pupil's views: (strengths and areas of difficulty)	
Next steps:	
Actions	By whom/ time frame

Class Teacher

Date:

Parent:

Date:

Action to be taken by SENCO/class teacher following discussion with SENCO

Actions	By whom/ time frame

SENCO

Date:

SCPS SEND Policy – Appendix Three

Wave 1 (QFT) and Wave 2

Action	Who is involved?	What is involved?	Next Steps	Resources
Wave 1 - Quality First Teaching – Differentiation (Universal offer for all children – not a SEND offer)	The class teacher is responsible for differentiating work for all the pupils.	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. Teacher to look at the QFT strategies list and complete for individual child – highlight strategies already tried and note new ones in final column. Teacher to use the effective deployment of LSAs document to identify other ways to provide additional support for identified child at different points in a lesson/during the day.	If after implementing QFT strategies, there is little or no improvement observed (progress is minimal, barriers to learning are still impacting significantly on the child in school), teacher to look at implementing wave 2 group interventions.	Staff Shared Area (R) – SEND Hub: Quality First Teaching resources folder Cognition and Learning resources folder Communication & Interaction resources folder SEMH resources folder Zones of regulation folder
Wave 2 –	The class teacher, with support from their year group lead, identifies appropriate group interventions.	Teacher to identify, implement and monitor the impact of Wave 2 interventions (group).	Observations carried out in a variety of contexts, which identify a special educational need. Meeting with parents/carers to discuss their child is not making adequate progress and the possible barriers to learning. The teacher responsible for the child informs the SENCO of the concern using the 'SEND Cause for Concern' form ensuring that QFT strategies and Wave 2 interventions, and parent and child views are noted.	Assessment progression sheets (English, Abacus, Fine motor skills) Deployment of LSAs folder SEND checklists

Wave 3

Action	Who is involved?	What is involved?	Next Steps	Resources
SEND Support(1)	The child is placed on the SEND register at SEND Support and appropriate interventions are identified. This process involves the class teacher, SENCO, parents and pupil. Parents/carers are fully involved in this process and are provided with copies of their child's SEND paperwork.	Further assessments are carried to ensure the child's special educational needs are fully identified to enable effective support to be put in place Additional and/or different activities/ resources/ interventions are put in place to meet the needs of the pupil. Consider how these can be implemented during different points of a lesson/throughout the day. A SEN Support Plan is created including the views of the child and their parents. This support plan is reviewed and updated three times a year. Targets are identified to help address the child's barriers to learning/additional needs. Suggestions for support at home are considered with the parents/carers and are recorded on the child's SEN support plan. Parent and Pupil views are also recorded on the child's SEN support plan.	Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from external agencies, if not done so already.	Staff Shared Area (R) – SEND Hub: SEND checklists SEND Information for teachers (fact sheets on different areas of SEND) SEND Strategy sheets folder SEND INSET PowerPoints SEND paperwork templates
SEND Support(2)	The SENCO requests advice from an external agency with agreement from the child's parents. The teacher involved delivers the plan of action once this advice has been received.	The child's target and intervention form and provision map is adapted with parents/ carers based on the additional guidance given from external agencies. The advice is implemented in class using the strategies and additional/different resources suggested. The child's progress is monitored carefully by the class teacher and SENCO. Further support from home is considered.	The majority of pupils will make progress with the further advice and intervention. If the targets and strategies do not result in adequate progress all people involved will consider either accessing further advice from external agencies and/or contributing evidence towards a request for EHC plan assessment.	

EHC Plan

Action	Who is involved?	What is involved?	Next Steps	Resources
Education Health Care Plan	The SENCO, class teacher, parents, pupil and other professionals who work with the child (both school and outside agencies) will provide information to be included in an EHC request application. Once the plan has been agreed and written, the class teacher has responsibility for ensuring this plan is implemented on a day to day basis with support from the SENCO and other professionals.	The SENCO, class teacher, parents, pupil and other professionals who work with the child (both school and outside agencies) will provide information to be included in an EHCNA request application. The EHCNA request application will be completed by the SENCo and submitted to the LA for consideration. If the request is agreed, the SENCO, parents, child, and other professionals involved with the children will work together to produce a proposed plan which then goes back to the LA for further consideration. Once an EHC plan has been given, short-term targets are identified to support the child in working towards their long term aims. This plan is reviewed at regular points throughout the year, with involvement from school staff, parents, the child and other professionals.	If the child makes good progress and their barriers to learning are reduced, at an Annual Review, it may be collectively decided that they no longer require an EHC plan or that their level of support can be reduced. If despite an EHC plan, a child continues to experience difficulties, further assessments/ outside professional support may be requested.	Staff Shared Area (R) – SEND Hub: As above

SCPS SEND Policy - Appendix 4 -
SEN Information Report September 2026

SCP School Information Report – Special Educational Needs Provision

Click on the balloons for more information

Stifford Clays Primary School

Aims

Identifying special educational needs?

Support

Inclusive education

SEMH Support

Staying informed

Transition Support

Who to contact in school and the Community

September 2025

Our aims for children with special educational needs or disabilities

At Stifford Clays Primary School, we maintain that every child is unique and special. We are committed to ensuring that every child is provided with the opportunities and support, within a rich and varied curriculum and safe, caring and stimulating environment, which enables each child's chance to reach the highest possible standards.

We aim to:

- Raise the aspirations of, and expectations for all pupils with SEND.
- Focus on outcomes for children rather than just on hours of provision.
- Support children to make progress in line with, or exceeding their expectations.
- Encourage children and young people to become more independent in their learning in order to prepare them for life after school.
- Support children and young people to make a successful transition from primary school to secondary school and beyond.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. (SEN Code of Practice, 2014)

*Many children and young people who have SEN may have a **disability** under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*



Objectives:

- For staff seek to identify the needs of pupils with SEND as early as possible.
- To closely monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- To work in partnership with outside agencies when a pupils' needs are unable to be met by the school alone.
- To create a school environment where pupils can contribute to their own learning by offering all pupils the opportunity to have a voice.
- To provide support and advice for all staff working with pupils with special educational needs.

[Click below to return to menu](#)



Identifying Special Educational Needs

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

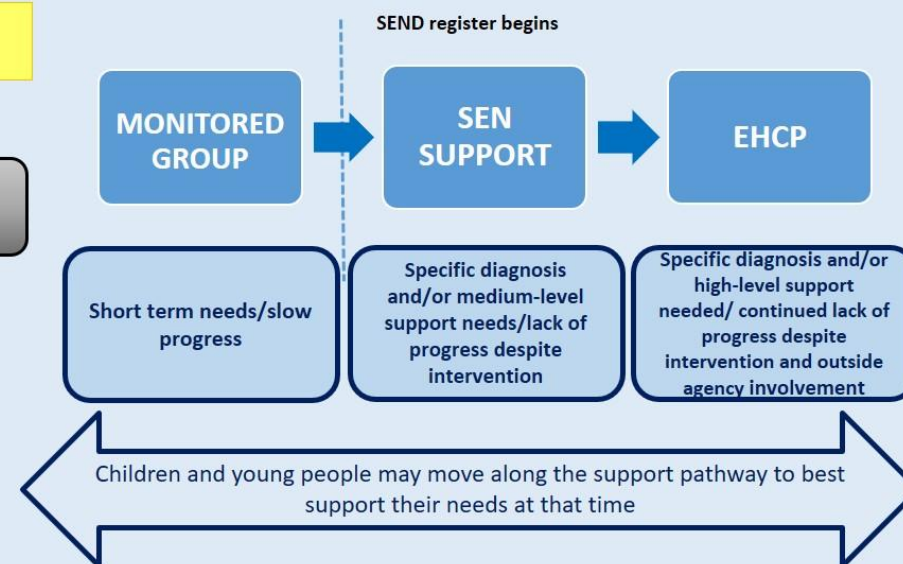
There are four broad areas of need recognised.



Children, or young people, who require teaching or support that is **additional**, or **different**, in order to make progress in line with their peers, are classified as having special educational needs. This may in some cases include a specifically diagnosed condition or disability. Identification may be via transition information from previous schools, via reports from external professionals, or through assessments carried out in school.

Our admission procedures ensure that we are able to identify and consider any specific needs for new children and then we plan the provision required to support those needs. This includes consideration of:

- Physical accessibility and environmental resources
- Accessibility of the curriculum, to include the use of assistive technology
- Inclusion in extra-curricular activities



Cognition and Learning Needs cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), global difficulties, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a some physical disability or sensory impairments.

This includes: dyslexia, dyspraxia, dyscalculia, visual stress.

Speech, Language and Communication Needs present a difficulty in communicating with others. This may be due to difficulty saying what they want to, understanding what is being said, or not understanding the rules of communication.

Includes: Autism Spectrum Needs, ADHD, some physical disabilities, attachment needs.

Children who speak English as an additional language may also benefit from communication support.

Behaviour is seen as an indicator of a possible underlying need. As a school, we will recognise that behaviour is always a communication. We are committed to identifying any behaviour that stems from an underlying need, and will work with each child and their family to support their individual needs.

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Social, emotional and mental health difficulties can manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs include disabilities that prevent or hinder them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. This includes vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Support

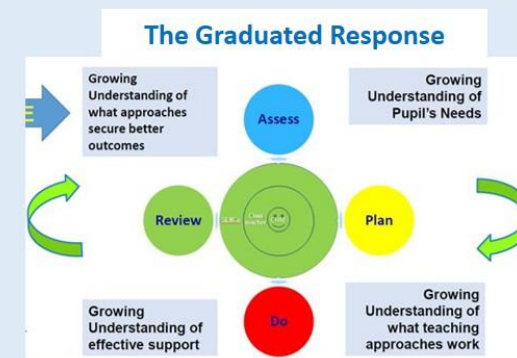
SCP School has an ethos of inclusion. We are committed to ensuring that every child has the opportunity to achieve their best, become confident individuals with fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

Quality First Teaching (QFT) is a measure of effective practice. Our class teachers provide an educational experience that allows for all children, including those with SEND, to make expected progress or better. Teachers assess the needs of all pupils and plan how they will meet their needs in the classroom to allow pupils to support them to make progress. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality first teaching is part of the graduated response cycle of assess, plan, do and review.

There are three broad tiers of support above quality first teaching. This is not a linear model; some pupils with SEND will receive a personalised programme of support that may encompass one or more tiers.

Tier 1 Support from class teacher All pupils with SEND	Tier 2 Support from the SEND team Some pupils with SEND	Tier 3 Support from specialist practitioners Some pupils with SEND
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Support is reviewed at least three times per year; in some cases more frequently. Provision within an Education, Health and Care Plan is discussed and amended as necessary in the Annual Review.



Assess

Identification of SEND:
Transition information
Internal assessments
Parental referral
External assessments

Plan

Planning support:
Discussions with parents
Discussions with pupil
Discussions with teachers
Advice from specialists

Do

Ensuring support:
Key information for teachers
Reasonable adjustments
Specialist programmes
Additional adult support

Review

Evaluation of support:
Subject assessment data
Specialist assessment data
Review of personal targets
Discussions with teachers, pupils and parents

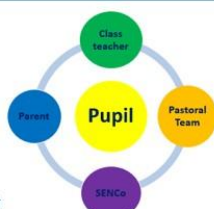
School based support

All students with SEND

- Personalised SEN/EHCP support plan
- Effectively planned lessons
- Reasonable adjustments in lessons to reduce barriers to learning

Some students with SEND

- Specialist equipment or additional adult support
- Small group or individual specialist interventions
- Additional sessions in core subjects like English and Maths



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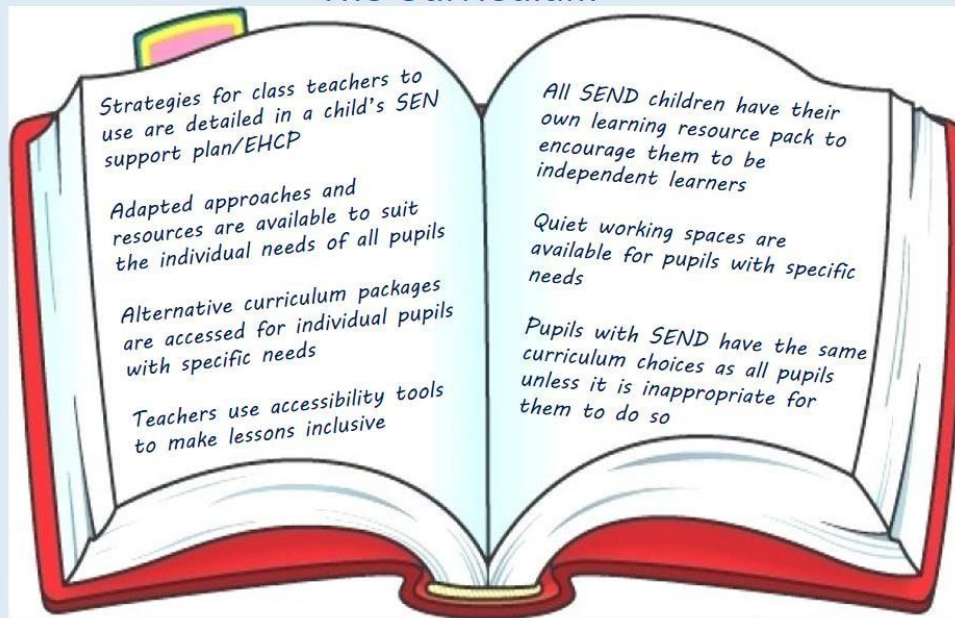
External support

- Thurrock Local Authority SEND Team including Educational Psychology, Schools Wellbeing Team, Schools Mental Health Support Team
- Professionals: Occupational Therapy, Physiotherapy, Hearing Impairment Team, Visual Impairment Team, Treetops Outreach, Beacon Hill Outreach, Paediatrician
- EWMHS – Emotional Wellbeing and Mental Health Support service
- Information, Advice and Support Agency
- Health care (to include school nurse, hospital services)
- Counselling services – Open Door, St Luke's, Play Therapist

Inclusive Education

We welcome pupils of all abilities and backgrounds into our caring and challenging learning environment and through our highly skilled and compassionate team of staff, seek to create an exceptional learning community where everyone can excel.

The Curriculum

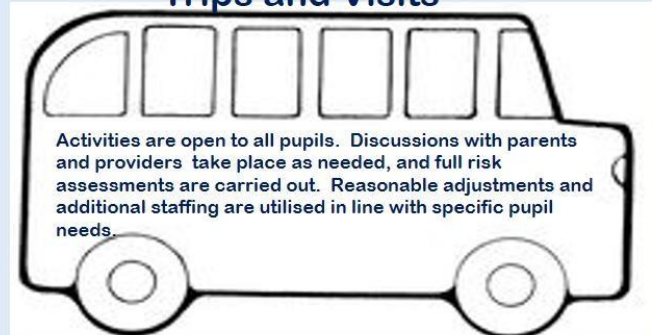


The Building

- Spacious site with wide corridors, main doors and classrooms
- Disabled parking space
- Disabled toilet facilities, including one with a hoist and changing table
- Assistive technology (laptop computers, chromebooks and iPads)
- Managed transitions for pupils if needed

A copy of the accessibility plan is available on the main school website

Trips and Visits



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SEMH support at our school

At Stifford Clays Primary School we are committed to meeting the individual needs of all children, including supporting them to develop their behavioural, emotional, social and mental health skills. We are an inclusive school and are aware that there are many reasons why a child may be displaying these difficulties in school and so ensure the support they receive will be individualised to meet their needs. We are also committed to working in partnership with parents as we recognise the wealth of information they can share about their children and the positive impact it can have on a child's behaviour if both school and home work closely together.

We have a strong pastoral team which includes the SENCO, Pastoral Manager, Family Support Worker, Behaviour Lead and Behaviour Support staff. We also access counselling through the Open Door service, employ a play therapist to work one day a week with identified children and have developed close links with the Schools Mental Health Support Team who can provide advice and support to parents through a six-week support programme around managing their child's anxiety and/or behaviour. As a team we also provide a range of support strategies and interventions to support the children in developing these skills.

The Hub



This is run by Ms Miller, our Behaviour Lead, and Mrs Gaines, Behaviour support.

The children are encouraged to access The Hub if they are feeling upset, worried or angry so that any issues can be dealt with quickly before they become a big problem.

These staff, as well as our Family Support Worker and Behaviour Lead deliver a range of SEMH interventions including Anxiety Gremlins, Lego Therapy, Superboys and Zones of Regulation.



In classrooms



Every class has a wellbeing area which a child can access when they need to. In this area there are a wide range of resources including emotions and feelings posters and fiddle and calming resources to help a child to self-regulate and then settle back to their learning.

Our classes also have a Zones of Regulation area. The children 'check-in' when they enter class in the morning and after lunchtime. This enables adults to identify any child who is upset/ worried and then promptly provide them with the appropriate support.



Staying Informed

We offer an open door policy and encourage parents to speak to a member of staff straight away if they have any concerns or questions about their child and/or their child's education.

Pupils are assessed in every lesson against the learning objective and their personal targets. Each term, assessment data is formally recorded and tracked, so that pupil progress can be closely monitored. Reports on pupil progress are shared each term either at parents evening or in an end of year detailed report. **The SENCO is also available to speak to parents at parents evening.**

The school regularly texts, emails or contacts parents by phone to discuss any concerns or progress. Praise, rewards and behavioural concerns are logged and can be viewed by parents on request.

SEN Review meetings

All children on our SEND register will have either a SEN support plan or an EHCP termly target plan dependent on if they are on SEN Support or have an EHCP. These documents are reviewed three times a year, in partnership with the child and their parents by the class teacher and/or SENCO.

Annual Review

All children with an EHCP will have an annual review meeting once year. This meeting is arranged by the SENCO, who will invite the parents, child and other professionals who are supporting the child. The annual review meeting is an opportunity to share progress and areas for development whilst updating the EHCP plan.

Pupil Views

Pupil views are gained at each review point. For children who are unable to share their views with us, we will use photographs and observations to inform us on what things they like to do in school. Pupil views about what is important to them are recorded on their SEN Support plan or EHCP.

We are proud of the strong partnerships we have created with parents, pupils and the community and place a high value on the comments and feedback that they provide in helping us to improve the school even further.

Other sources of information (available via our website, or through the link provided):

Accessibility plan – this outlines our school's ongoing commitment to improve the physical environment of the school so that pupils with special educational needs or disabilities are able to full access the educational curriculum, school facilities and our wider curriculum provision

SEN Policy – this provides further information about our aims for supporting pupils with special educational needs and disabilities.

Supporting Pupils with Medical Conditions Policy – this outlines the procedures in place for pupils who require a care plan and care provision to be made.

SEND guide for parents - this is a government document outlining information for parents around special educational needs and disabilities.

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

SEND Code of Practice: 0-25 years this is the formal document that provides all educational providers with guidance on statutory provision.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Thurrock Local Offer

<http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

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If you wish to meet to discuss your child's progress further, then you can email, call or arrange an appointment to meet with:

- The SENCO
- Class Teacher
- Member of the Pastoral Team

Transition Support

Please note: for students with an Education Health and Care Plan transferring from another authority, Thurrock Local Authority may choose to carry out a new needs assessment before confirming the details of the EHCP.

From nursery/playgroup – starting school

- Reception teachers will visit nurseries/playgroups and/or attend home visits/meet families virtually prior to them starting school
- In the Summer term, prior to the children starting reception, parents and their child are invited to attend settling sessions to meet the teacher and familiarise themselves with the setting.
- At the beginning of the Autumn term, children are offered additional settling sessions prior to starting fulltime in the second week of term. Children with special educational needs may have a slower transition into fulltime school if deemed appropriate through discussions with parents, class teacher and SENCo.
- Key paperwork regarding pupils' special educational needs, as well as current Education Health and Care Plans will also be transferred (as agreed through transfer review) and shared with the class teacher and assigned adult supporting the child.

From Other Schools

For pupils who join the school at other points, parents will be invited to meet with the Assistant Head and Pastoral Lead as part of the induction process to discuss their child's needs. Tours of the school are arranged as part of this process. Additional information will be sought from the child's previous school to ensure that the right support and resources are provided as soon as they start our school.



Moving up to their new class

Extra class visits will be planned to allow children to get to know their new class and classroom environment. A transition booklet will be created and shared with the child in school, with a copy also being sent home. All children attend a morning transition session in their new class during the end of the summer term. Class teachers and one to one adults provide detailed information which is shared with the new class teacher and LSA. Parents are given an opportunity to meet with their child's new class teacher prior to them starting in September.

Moving to secondary school/new school

Class teachers will discuss and share information with a child's new school. The SENCO will hold additional meetings with secondary schools to share information regarding a child's SEN to ensure key information is shared prior to them starting. All SEN paperwork is passed on to a child's new school in a timely manner. In year 6, we also arrange to take identified children to visit William Edwards School prior to their transition week. The SENCO will also attend a meeting with parents to share information with their child's new SENCo.

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Who to contact in school and in the Local Community

Please call the office on
01375373866 and ask to
speak to one of the
members of staff below:



AHT/SENCO
Mrs Fisher

**Behaviour
Team**
Ms Miller & Mrs
Gaines

Pastoral Lead
Ms Hatwell



PATT
(Parent Advisory Team
Thurrock)
07702 127 252
<https://www.patt.org.uk/>

**Thurrock SEN
Team**
01375 652555

**Thurrock Local
Offer**
<http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

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