



**Lubbins Park**  
*Primary Academy*

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## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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**Approved by:**

Epsilon Star MAT Board of Trustees

**Date Approved:**

20 January 2026

**Next review due:**

September 2026

## **Lubbins Park Primary Academy & Nursery – Special Educational Needs & Disability Policy**

**‘Teachers and support staff are passionate about learning and have the highest of aspirations for all our pupils’.**

### **General Policy Statement**

This policy reflects the values and philosophy of Lubbins Park Primary Academy in relation to children who have special educational needs. All children are entitled to a broad and balanced curriculum relevant and inclusive of their needs. Each child should have the opportunity to develop and realise their true potential. At Lubbins Park Primary Academy staff, governors and parents are committed to the principle of equal opportunity, and aim to encourage the development of each child, meeting individual needs by matching them to the curriculum.

The Executive SENDCo at Lubbins Park Primary Academy can be contacted via the school office on 01268 697181.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2014 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan. 2015)
- Schools SEND Information Report Regulations (2014)
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

This policy also complies with our funding agreement and articles of association.

### **Definitions of Special Educational Needs (SEND) taken from Section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice 2014).

One significant change arising from the reform is that the Statement of Special Educational Needs, for those children with the most complex needs, has now been replaced by the Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young

people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Essex that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. *With reference to the term: Child or young person. This policy will refer to 'children or young person' as pupil or child.*

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (May 2014)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2013)
- The School Admissions Code

This policy was created by the Executive SENDCO in liaison with the SEND governor, Senior Leadership Team, Local Authority SEND advice, staff and parents/carers of pupils with SEND.

### **Aims**

#### **'Every Teacher is a Teacher of SEND'.**

- To provide a caring environment within which pupils have access to a broad and balanced curriculum in order to learn and develop to their full potential within all aspects of school life.
- To work together to ensure that children with Special Educational Needs are identified early to provide the help necessary for them to achieve success and raise their self-esteem.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to, and caters for the needs of all pupils.
- To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve pupils wherever possible in the planning and target setting of their programme of work.
- To monitor and review individual needs regularly, and to maintain clear

- records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.
- To create and maintain a clear profile of each learner to aid Essex County Council to develop in-depth knowledge of individuals and their needs.

### **Objectives**

**For staff members to seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services, or former settings. prior to the pupil's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCO.

**To monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

**To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum 2014.** This will be co-ordinated by the SENDCO and the Senior management team. It will be carefully monitored and regularly reviewed in order to ensure that individual outcomes are being met and all pupils' needs are catered for.

**To work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

**To work with outside agencies** when the pupils' needs cannot be met by the school alone. Lubbins Park Primary Academy receives further support from a range of outside agencies including: Education Psychology Service, Inclusion Team – South SEND Services, Speech and Language Therapy, Occupational Therapy and Child and Adolescent Mental Health Services (CAMHS). Advice from a range of outside agencies and stakeholders is sought in relation to a pupil's individual needs.

**To create a school environment where pupils can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school. The class teacher helps to build a sense of belonging, respect and value.

**To provide CPD for all staff** to improve understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

### **Identification and Monitoring**

A Special Educational Needs Register is updated and monitored termly by the Executive SENDCO. In order to identify children with SEND throughout the school a range of measures are undertaken;

- Liaison with previous educational setting if the child is transferring to Lubbins Park.
- Discussion with the range of adults involved with a particular child specifically the class teacher and Learning Support Assistants (LSAs).
- Observation by teaching staff, LSAs, club leaders etc.
- Analysis of whole school assessment data as part of the school assessment cycle
- Evidence of pupil work or performance
- Discussion with parents
- Initially, the Ordinarily Available Inclusive Teaching Framework provides universal support for all pupils, provisions and practice that is expected in all mainstream schools be used consistently to promote inclusivity. A range of first step interventions are employed (increased time 1:1 reading, additional LSA support for numeracy, play leader focus etc.) for a specified period to help monitor progress in identified areas in order to assess if longer term provision is needed.

If longer term provision that is different from or additional to that normally available to pupils of the same age, the child is entered on the Special Educational Needs Support register. The Ordinarily Available Targeted Support is referred to and a range of interventions across all areas of need, some taking place in the classroom, some in small groups which are withdrawn from the class, are put in place as appropriate to the needs of the child.

Interventions are reviewed termly generating provision maps, which are collaborative documents between the staff, children and parents.

### **The role of the Special Educational Needs Coordinator**

The Special Educational Needs Coordinator is supported by the Inclusion Manager. The SEND team works closely with the Head Teacher, Senior Leadership Team and class teachers to help determine the strategic development of the Special Needs policy and provision.

The Executive SENDCO is responsible for ensuring compliance with the Code of Practice by:

- Overseeing the day-to-day operation of the school's SEND policy.

- Keeping the Special Educational Needs (SEND) register up to date.
- Liaising with and advising fellow teachers and learning support assistants.
- Coordinating the support of learning support assistants and managing the team.
- Teaching, assessing and monitoring individuals and groups of children with SEND.
- Overseeing the records of all pupils with SEND.
- Arranging and holding review meetings of children with Additional School Interventions.
- Arranging and holding annual review meetings for children with High Needs Interventions.
- Liaising with parents of children with SEND.
- Liaising with external agencies.
- Contributing to the in-service training of staff.
- Liaising with the school governor responsible for SEND.
- Liaising with schools to support transition.
- Attending Governor meetings to update the governing body on the provision, achievement and attainment of children with SEND.
- Monitoring the effectiveness of teaching styles and support programmes that are in place throughout the school.
- Helping to identify specific problems and needs of individual children using Sonar/teacher assessment/classroom observations and scrutinising samples of children's work.

### **Role of the Staff**

- To have regard for the Code of Practice and follow the Ordinarily Available guidance.
- To provide support to ensure that the targets listed in the child's One Plan or EHCP are met and can be achieved within the classroom.

- To ensure that children with special educational needs are fully integrated within their class by varying teaching styles and differentiating the curriculum.
- To work together with parents.
- To identify pupils needing additional support.
- To provide materials and resources which will help individual children consolidate and practise the skills they need.
- To incorporate the children's individual targets into the lesson plans.
- To consider the most appropriate ways of supporting pupils with SEND.
- To inform the pupils of any progress they have made towards their individual targets.
- To liaise with the Executive SENDCO regarding SEND children or areas of concern.

### **Role of the SEND Governor**

In relation to SEND, the Governing Body should ensure that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the school development plan.
- The quality of SEND provision is continually monitored and reviewed.

### **Role of Parents/Carers**

Parents and Carers should:

- Agree to help their child at home with the targets specified in their child's One Plan or EHCP document.
- Attend review/consultation meetings.
- Offer support and encouragement to their child.
- Ensure regular attendance

- Support the child with any homework they are set.
- Ensure that the child wears glasses or uses other aides for learning if appropriate or is equipped with other resources necessary for progress in school.
- Inform the class teacher/SENDCO with all relevant information about issues that may be impeding the progress of the child.
- Take care of the child's physical needs: sufficient sleep, diet, clothing, health checks and so on.

See Essex County Council SEND Local Offer. A link to this can be found on The Lubbins Park Primary Academy website. For the school's SEND Information Report, see <https://www.lubbinspark.essex.sch.uk/policies/>

### **Role and Needs of the Pupil**

All pupils on the SEND register should:

- Be offered all possible support to achieve their targets, through adaptation and scaffolding of the curriculum, the provision of appropriate resources and teaching strategies to cater for individual needs.
- Be involved in the setting of their targets.
- Contribute views and opinions at review meetings.
- Have the benefit of extra support from an LSA if available and appropriate.
- Accept some responsibility if the One Plan or EHCP targets are not achieved.
- Be praised and rewarded as they make progress, however small, towards their targets.
- Know how to, and feel confident to, ask for help if and when it is needed.

### **Admission Arrangements**

In addition to the admission arrangements outlined in the general school policy, the following procedure will operate for children on the SEND register. Where children entering the school have already been identified as having SEND, the SENDCO will collate and summarise all the information which is received from other sources, inform all staff and ensure that a similar level of support and targets are continued. If this is not available, the SENDCO will attempt to contact appropriate sources and gather information from parents/carers. In consultation with the class teacher an action plan will be drawn up

involving assessments, the devising of a One Plan, allocation of resources and following the Essex Stages of Assessment procedure.

### **Transition Arrangements**

The EYFS leader liaises with Pre-School staff prior to transfer to EYFS. Any concerns regarding SEND are shared with the SENDCO. Any child with particular concerns is encouraged to have several visits prior to transfer. The SENDCO/Assistant SENDCO attends the 'Meet the Teacher' parent induction evening term alongside the year group team and Head Teacher, to introduce herself and let parents know of her role and availability. All pupil records are passed to the Executive SENDCO.

The Executive SENDCO invites the SENDCO from local secondary or special schools to discuss One Plans for Year 6 pupils in the summer term before transition to KS3. They are also invited to attend EHCP transition reviews in the autumn term of Year 6. All year 6 pupils have a taster day at their new school and a visit/talk from a liaison teacher. The Executive SENDCO visits SEND pupils in the summer term and arrangements are sometimes made for pupils to have extra visits to their new school. All pupil records are given to the Secondary School SENDCO prior to transfer. Where a child is showing signs of anxiety regarding their transfer additional work is carried out, e.g. sharing photos, maps and timetables to ensure transition is smooth.

### **Teaching and Learning Provision**

#### **Classroom**

The National Curriculum is our starting point for planning and delivering a curriculum that meets the specific needs of individuals and groups of children. We aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities. For the majority of pupils identified as having Special Educational Needs, most of the provision will be made within normal curriculum planning which is scaffolded and adapted for the learner. An adapted curriculum may necessitate accessing a lower year group's curriculum in order to ensure that the child is working at the correct level as identified by assessment.

Additionally, support is available from LSAs in specific lessons such as numeracy and literacy. All classrooms provide an effective learning environment. For children with special educational needs this may include:

- The use of visual timetables/ task planners.
- Hover support.
- Alternative recording methods (voice recorders, scribing, use of word processing software including speech to text technology).

- Specialist Equipment (from writing slopes to laptop access).
- Adult led intervention for additional needs.
- Withdrawal groups to rehearse skills needed within specific lessons.
- Using Assessment for Learning as an approach to give pupils ownership of their learning and understanding of their next steps.
- When planning their work, teachers take into account the abilities and needs of all of their children. Working with others of similar ability is important, as is mixed ability pairings which encourage high expectations and a growth mindset.

This list is not exhaustive, but through the above approaches, we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.

### **Storing and Managing Information**

All pupil documents and SEND files are stored in a central file in a locked and secure location.

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the [Data Protection Act 2018](#) (DPA 2018) as set out in the Data Protection Bill.

This policy applies to all personal data, regardless of whether it is in paper or electronic format.

### **Complaints Procedure**

If parents have a concern regarding special educational need provision within the school, they should in the first instance talk to the class teacher. Further discussion can be made with the school SENDCO. On occasion, it might be necessary to raise complaints with the Head teacher. The school Complaints Procedure can be found on the school website <https://www.lubbinpark.essex.sch.uk/>

### **Monitoring and Review of Policy**

This policy will be monitored and evaluated throughout the year by the SENDCO, Leadership Team and Head teacher. Monitoring the effectiveness of the policy will be the responsibility of the Executive SENDCO who then reports to the Governing Body.

Data is collected twice annually, which summarises the progress made by pupils both individually and collectively. The Executive SENDCO draws up an Action Plan each year, which is developed through the review of the School Improvement Plan.

The Governing Body will be kept informed of progress at regular intervals and the SENDCO will meet regularly with the nominated SEND Governor. A review of this policy involving staff and the Governing Body will take place every two years.

This policy, having been the subject of consultation and agreement by staff, presented to and approved by the Governing Body, shall take immediate effect.

Date of Review: 01.12.2025

Date of Next Review: September 2026