



Self-help  
Self-responsibility  
Equity  
Equality  
Democracy  
Solidarity

## Special Education Needs and Disabilities (SEND) Policy

**Date of last review: July 2025**

**Date of next review: July 2026**



**Osborne**  
Co-operative Academy Trust

## **Introduction**

The Osborne Co-operative Academy Trust (OCAT) is a multi-academy trust (MAT) built around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

The Trust has a Strategic Lead for SEND (TSLSend) who liaises with each setting to support their work. SENDCos work collaboratively with the TSL SEND to support the needs of young people in each setting. They also work to support teachers and learning support assistants in delivering the most appropriate programme of learning for each young person. The TSLSend can be contacted at [TSLSend@osborne.coop](mailto:TSLSend@osborne.coop)

## **School Specific Information**

Warren Primary School is a 2 form entry school situated in Chafford Hundred in Essex.

At Warren Primary School, all staff are teachers of Special Educational Needs/Disabilities (SEND). It is an inclusive school that aims to provide high quality teaching to meet the needs of all young people at all levels of ability. In line with the Osborne Cooperative Academy Trust's values and the school's vision statement we seek to enable all individuals to feel highly valued and realise their potential, developing skills and ensuring good progress is made by all.

The school has provision for pupils with a variety of needs including an 18 place Resource Base for Deaf children. They are supported either in the mainstream class, in a withdrawal group or in a setting.

The SENCo at Warren Primary School is Mrs Pearce who works all week.

The Head of Resource Base is Mrs Burton who has SENCo responsibility for the Deaf children and a small number of hearing children.

Mrs Yates is the SENCo in training and has a small caseload supported by Mrs Pearce.

The Co-Headteachers are Mrs Evans and Ms Green

Safeguarding Leads are the co-headteachers and the Deputy is Mrs Pearce.

Behaviour Lead is Mrs Pearce.

The designated Health Care Plan Coordinator is Mrs Pearce.

## **Contacts**

The SENCo can be contacted on

Email [j.pearce.wps@osborne.coop](mailto:j.pearce.wps@osborne.coop) or via [admin.wps@osborne.coop](mailto:admin.wps@osborne.coop)

Phone: 01375 482288

## **Reviewing Special Educational Needs**

For a young person of concern, a Pupil Concern Profile is completed by staff and shared with the SENDCo for further action. Further action is in the form of discussions with families to gain their view and involving the pupil's voice to find out the young person's strength and difficulties.

The SENDCo is made aware via the admissions procedure, of those who may transition to Warren Primary School, where there is an indication of SEND.

Pupil Progress meetings are held with the class teacher and SLT termly to identify young people of concern, and the SENDCo is then alerted to any areas of concern noted in the meeting.

Young people and their families can share their views on the One Plans. These are ordinarily reviewed three times a year with the class teacher during Parents' Evenings and/or with the SENDCo, where required.

For a young person with an EHCP, their views will be documented in the Annual Review and One Plans. These may be shared during Parents' evenings', termly review or during an Annual Review meeting.

The planning that the school aspires to is ongoing and will support young people with SEND.

Families are able to express their child's needs, wishes and goals. The planning will:

- Focus on the young person as an individual, not allowing their SEND to become a label.
- Be easy for young people and their families to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the young person's strengths and capabilities.
- Enable the young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- As far as possible, tailor provision to the needs of the individual.
- Bring together relevant professionals to discuss and agree together the overall approach.
- Ensure staff know the areas that need to be further supported to increase progress.

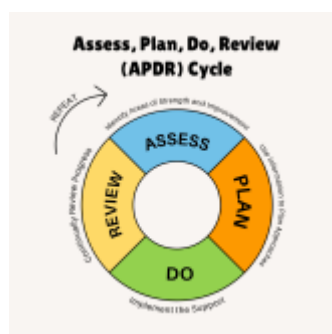
The educational setting collects the views of young people and their families using the following forums:

- Pupil and family voice once a term as part of the One Plan review
- Pupil and family voice once a year as part of the Annual Review process
- Pupil and family voice as part of the parent evening once a term.

The SEND register consists of 4 categories of support: monitor, targeted support, SEND support 2 (school delivered provision with external delivered provision on an ongoing basis) and EHCP provision.

Through termly year group reviews, data, and One Plan reviews, as well as Pupil Progress meetings, the level of need and provision for SEND pupils is assessed.

- Each One Plan provides a provision map of adaptations individual to each young person and their needs, sometimes these are subject specific or specific to a school routine.
- It is reviewed termly following the APDR cycle:



- The young person's and family's voice are gained once a term to inform the achievement of outcomes, adaptations and provision.
- One Plans are completed by the Class teacher with input from the Learning Support Assistant in collaboration with the SENDCo.
- Recommendations from specialist teachers and other professionals are added to the provision map.
- The One Plans are discussed with the family at parents' evenings and where required in meetings additional to parents' meetings. The SENDCo will attend the meeting where there has been a change in need or provision or where the family has requested it.
- Class teachers discuss progress at pupil progress meetings with SLT, and any concerns are then discussed further with the SENDCo
- Where a young person meets the criteria, the SENDCo can submit a referral to an outside agency

## Transition into the School

- The school aspires to start meetings about transitions a term in advance, this will include the families, young person, class teacher, SENDCo and other stakeholders.
- The school will organise orientation visits where required; these will be carefully planned to incorporate the areas of an educational setting that a young person requires support to locate and access
- The orientation visits may be in addition to the pre-planned transition visits organised for all young people
- A Places and Faces Social Story, may be produced and personalised where possible, if this is thought to be helpful for the young person.
- People and areas that they will need to access will be particularly highlighted, depending on need.
- A handover with the educational setting SENDCo and relevant key staff will take place
- One Plan information will be shared with all relevant staff
- All young people's SEND files are kept online and the CTF files will be transferred to the new educational setting on the first day of starting school
- One Plans, Annual Review documents and EHCPs (Education, Health and Care Plan) can be provided with parental permission and on request of the Educational Setting.
- External agencies, where they are involved, will be invited to provide their professional recommendations on how to support an effective transition

## Additional Support

Where a young person requires counselling services, the SENDCo can complete a referral to appropriate internal or external providers.

Where a young person requires support with their social and emotional needs a referral to the appropriate school Mentor can be made.

Where appropriate, the school will advise families on how to receive support in the management and development of their child.

Peer mentoring may be used to encourage and support young people managing SEMH difficulties.

For young people with more complex needs, additional in-school support could include:

- Supporting staff to manage young person's behaviour through a consistent behaviour plan
- Additional educational access to a key adult to support the young person
- Providing information to the family on external referrals the family may have access to

## Appendices

### The Special Educational Needs and Disabilities Code of Practice: 0-25 years

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)

### Special Educational Needs and Disabilities (SEND) and Alternative Provision Improvement Plan

[https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND\\_and\\_alternative\\_provision\\_improvement\\_plan.pdf](https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf)

## Area and Category of Need

## Area of need

Area of Need	Cognitive and Learning	Social, Emotional and Mental Health	Communication and Interaction	Sensory and Physical
Primary Category of Need	<p>SpLD – specific learning difficulty</p> <p>MLD – Moderate Learning Difficulty</p> <p>SLD – Severe Learning Difficulty</p> <p>PMLD - Profound and Multiple Learning Difficulty</p> <p>Dyslexia, Dyscalculia</p>	<p>ADHD – Attention, Deficit, Hyperactivity, Disorder</p> <p>ADD – Attention, Deficit, Disorder</p> <p>CD – Conduct Disorder</p> <p>ODD – Oppositional Defiant, Disorder</p> <p>Anxiety, Depression</p>	<p>SCLN – Speech and Language and Communication needs</p> <p>ASD – Autistic Spectrum disorder</p> <p>EAL – English as Additional Language</p> <p>Dysphasia</p>	<p>VI – Vision Impairment</p> <p>HI – Hearing Impairment</p> <p>MSI – Multi-sensory Impairment</p> <p>PD – Physical Difficulty</p> <p>APD – Auditory Processing disorder</p>