Penrose Learning Trust

Frinton-on-Sea Primary School

Policy name	SEND & Inclusion Policy
Member of Staff Responsible	SENDCo
Issue Status/Date	October 2026
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Signed	Academy Committee

Our vision at Frinton Primary School is to create a stimulating and positive learning community where all are valued and able to achieve their potential.

At Frinton Primary School, we believe that every teacher is a teacher of every child – including those with special educational needs and/or disabilities. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve. We strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. At Frinton Primary School, we strive to raise the aspirations and expectations for all children with SEND, providing a focus on outcomes. We believe in providing every possible opportunity to develop the full potential of all children. Pupils have the right to a broad and balanced education, including extra-curricular activities where appropriate, and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/ carers who play an active and valued role in their child's education.

We do this by:

- Working within the guidance provided in the SEND Code of Practice (2014)
- Providing a caring environment within which pupils can learn and develop to their full potential
- Planning an effective and scaffolded curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning
- Valuing the contribution and achievements of all, supporting all pupils so that they can experience success and thus raising self-esteem
- Maintaining high expectations by staff for all pupils and emphasising the involvement of all staff in responding to the needs of all pupils
- Involving children and parents/carers in the identification and review of the targets set for individual children
- Working in close partnership with parents/carers of children who have special educational needs
- Working in close partnership, where appropriate, with outside agencies to support children who have special educational needs

Definition of Special Educational Needs

At Frinton Primary School, we recognise that a child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Code of Practice does not assume that there are hard and fast categories of special educational needs but recognises that children's needs and requirements may fall within or across four broad areas.

Communication and Interaction

This covers difficulty with different aspects of speech, language or social communication; this may also include Children with Autistic Spectrum Condition.

Cognition and Learning

This is where children and young people learn at a slower pace than their peers, even with appropriate scaffolding, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as Dyslexia, Dyscalculia and Dyspraxia.

Social, emotional and mental health difficulties

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs

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

Definition of Special Educational Provision

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area."

Identification of Special Educational Needs

High Quality Teaching Pupil Progress Meetings are held each term. Here, the class teacher meets with the Headteacher and SENCo to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

a) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible barriers to learning.

b) The child's class teacher will take steps to provide scaffolded learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

c) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs.

d) Through (b) and (c) it can be better determined which provision the child will need going forward.

e) If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary

f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

g) The child is recorded by the school as being under observation due to concern by parent and/or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

SEND Support

If a child has been identified as having a special educational need, they will be placed upon the Special Educational Needs Register. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a Graduated Approach to SEND support. The support provided consists of a four-part process:

- Assess
- Plan
- Do

- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments from our tier 2 and 3 levels of support may be administered by the SENCo and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

Plan

Planning will involve consultation between the teacher, SENCo, parents and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and/or behaviour that is expected and a clear date for review. This will be recorded during discussions and presented as part of the child's One Plan. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with Learning Support Assistants (LSAs) to plan and assess the impact of support and interventions and links with classroom teaching. Interventions may include, but are not limited to, First Class at Number, Rapid Reader, Little Wandle Keep Up, fine motor control groups, and speech and language programmes informed by WellComm assessment. The SENCo will provide strategic support during this stage.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact of interventions and adjustments. It will also take account of the views of the pupil and parents. This review will be recorded alongside the child's One Plan. The class teacher, in conjunction with the SENCo will revise the type and level of support and, if necessary, the cycle will begin again.

Occasionally, a pupil may need more expert support from an outside agency such as the School Inclusion Partner, Speech and Language therapy, Community Paediatrics etc. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

The Hive Support Base

Purpose and Overview

The Hive Support Base provides additional support for children whose needs cannot be fully met in a mainstream classroom. It supports every child to make progress from their own starting points. While our school provides high-quality support for all children in the classroom, we recognise that some children need a more personalised and adapted approach to their learning. The Support Base allows us to meet these needs more effectively.

The Hive Base is underpinned by Frinton on Sea Primary School's inclusive ethos and its core values of compassion, commitment, and ambition. It provides a structured, supportive environment for pupils with Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD), and Social, Emotional and Mental Health (SEMH) needs. The provision is designed to remove barriers to learning, promote independence, and support pupils to achieve their individual very best.

Pupils access the Hive Base because they require a more personalised approach to learning, targeted support for social and emotional development, or specific interventions to enable successful engagement with the wider curriculum.

Leadership and Staffing Arrangements

The Hive Base is led by Miss Down and Mrs Nixon, who deliver structured, carefully sequenced lessons designed by class teachers and/or the SENCo. The SENCo provides strategic oversight of this provision and meets weekly with Hive Base staff to monitor and evaluate practice. These meetings ensure that the assess–plan–do–review cycle is applied consistently and effectively, and that provision is responsive to pupils' evolving needs.

Class teachers retain overall responsibility for the progress and outcomes of pupils accessing the Hive Base. They ensure that provision is well-matched to individual needs and that learning is aligned with pupils' wider curriculum entitlement.

How The Hive Complements Mainstream Provision

Access to the Hive Base complements, rather than replaces, the mainstream classroom experience. This ensures pupils remain connected to their peers, benefit from high-quality teaching, and are supported to access a broad and ambitious curriculum. Reintegration and inclusion are key priorities, with close collaboration between Hive Base staff and class teachers to promote consistency and continuity of learning.

Children are recommended to receive provision delivered within the Hive Base by their class teachers. At Frinton on Sea Primary School we recognise that children's needs change, so there are weekly opportunities for review—children might join later, leave when goals are met, or rotate through the Hive room depending on their individual needs.

Weekly Structure

Pupils register with their class each morning and then move to the Hive Rooms according to their timetable. Where appropriate, children are encouraged to remain with their year group for PE, Music, and IT lessons, and to participate in wider school life through shared activities, enrichment opportunities, and whole-school events.

Depending on individual needs and the activity, pupils may also spend targeted time in their classrooms for core subjects such as Maths and English. These core lessons are typically delivered following movement breaks to support readiness for learning.

Curriculum Approach

The curriculum within the Hive Base is designed to be ambitious, inclusive, responsive, and progressive, ensuring that all learners make meaningful progress from their individual starting points. Its intent is to equip learners with the knowledge, skills, and experiences they need to communicate effectively, develop independence, regulate their emotions, and engage confidently in learning.

The curriculum is carefully sequenced and coherently planned, enabling learning to build cumulatively over time through small, achievable steps. It places a strong emphasis on four key areas: communication and interaction, cognition and learning, self-help and independence, and emotional and sensory development.

Pathways for Different Learners

Some learners accessing the Hive Base have Severe Learning Difficulties (SLD) and do not make expected progress within the mainstream classroom setting, despite appropriate support. These pupils may access this space because they require a curriculum that prioritises engagement, communication, and sensory regulation to access learning effectively. As a result, they will follow a semi-formal sensory pathway, where learning is delivered through carefully planned, multi-sensory and experiential activities.

Assessment Approaches

Tapestry is an online learning journal used to record and celebrate learners' achievements through photos, videos, and written observations. Staff link these observations to relevant frameworks, including the Engagement Model, Birth to 5 Matters, and individual Personal Learning Targets. This enables ongoing monitoring of progress, helping practitioners identify emerging strengths and areas for development and plan appropriate next steps in teaching and learning.

The Hive Base uses multiple assessment frameworks including:

- Birth to 5 Matters Framework
- Pre-key stage standards
- Autism Education Trust (AET) Framework
- 6 Core Strengths Curriculum

Key Interventions and Strategies

The Hive Base employs evidence-based interventions including:

- **Attention Autism** - to increase attention skills and encourage communication
- **Sensory Stories** - to reinforce understanding and encourage engagement
- **Intensive Interaction** - to encourage interactions and intentional communication
- **Sensory Circuits** - to help learners calm, focus and regulate
- **Structured Teaching (TEACCH)** - to make the environment predictable and help learners feel secure
- **Emotional Coaching** - to build skills in recognizing feelings and handling challenges
- **Socially Speaking** - to improve social communication and interaction skills

Entry Criteria

Children may be recommended for provision in The Hive Base when they meet one or more of the following criteria:

- Severe Learning Difficulties (SLD) where the child requires a semi-formal sensory curriculum to access learning
- Moderate Learning Difficulties (MLD) where, despite quality first teaching and targeted interventions in the mainstream classroom, the child continues to work significantly below age-related expectations and requires a highly personalised curriculum
- Social, Emotional and Mental Health (SEMH) needs where the child requires a more structured, predictable environment with additional emotional regulation support to access learning
- Sensory processing needs that cannot be adequately met within the mainstream classroom environment
- A combination of needs that create significant barriers to learning in a mainstream setting

Entry to The Hive Base is agreed through:

1. Class teacher identification of need
2. Discussion at termly pupil progress meetings
3. Consultation with parents/carers
4. Review of assessment data and observations
5. Multi-agency input where appropriate
6. Agreement by SENCo and headteacher

Exit Criteria

Children will transition back to full-time mainstream provision when they demonstrate:

- Sustained progress towards their individual targets over at least one term
- Improved ability to regulate emotions and engage with learning
- Increased independence in learning tasks
- Ability to access differentiated mainstream curriculum with in-class support
- Improved social interaction skills with peers
- Reduced need for highly structured, predictable environment

Exit from The Hive Base is planned through:

1. Termly review of progress against individual targets
2. Gradual reintegration plan (e.g., increasing time in mainstream for specific subjects)
3. Consultation with parents/carers and the child
4. Transition support including visual timetables and social stories
5. Continued monitoring for the first term after full reintegration
6. Option to return for targeted support if needed

Flexible Access

We recognise that children's needs fluctuate. Some children may:

- Access The Hive Base for specific subjects or times of day
- Have their timetable adjusted weekly based on current needs
- Move between mainstream and The Hive Base depending on the topic or activity
- Receive short-term intensive support during periods of difficulty

Parental Involvement

Parents are fully involved in decisions about their child accessing The Hive Base through:

- Initial consultation meetings before placement
- Regular communication via Tapestry
- Termly review meetings to evaluate impact and adjust provision via One Plans
- Parent views actively sought and recorded in decision-making

Monitoring and Review

The impact of the Hive Base is monitored through ongoing assessment, pupil progress, and well-being measures, alongside regular review with staff, parents, and external professionals. This ensures that the provision remains effective, evidence-informed, and aligned with whole-school improvement priorities.

Education and Health Care Plan

If a child's needs are complex or severe, we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe a child's SEN and the provision recommended. EHC plans can involve the Local Authority (LA) providing extra resources to help a child. These could include money, staff time, special equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCO, LA representatives and other professionals as required.

Roles and Responsibilities

SENCo's Role

The SENCo is Mrs K. Smith. The SENCo is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- overseeing day to day operation of the SEND policy
- managing class and individual SEND records
- regularly updating the SEND register
- coordinating provision for children with SEND
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- liaising with designated teacher where a Looked after Child has SEND
- advising on graduated approach to SEND Support
- advising on use of delegated budget/other resources
- liaising with parents of children with SEND alongside the class teacher
- links with other education settings and outside agencies
- liaising with potential next providers of education
- ensuring that SEND records are up to date
- contributing to and, where necessary, leading the continuing professional development (CPD) of staff

Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants and/or specialist staff. High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who have, or may have SEND. Teachers should have high aspirations for every pupil. With advice and support from the SENCo, clear targets should be set and reviewed regularly. Teachers should seek practical advice, teaching strategies, and information about the types of special educational need from the SENCo. Teachers must involve parents and pupils in planning and reviewing the progress of SEND children. The views and aspirations of parents and children should be sought and regular updates on progress provided.

All staff can access:

- the Frinton Primary School SEND Policy
- guidance on identification of SEND in the Code of Practice

- information on individual pupil's Special Educational Needs and/or Disabilities, including outside agency reports, targets set and copies of their One Plans
- practical advice, teaching strategies, and information about types of special educational needs and disabilities
- the Essex Provision Guidance Toolkit
- information available through Essex Local Offer at www.essexlocaloffer.org.uk

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision. **Headteacher**

It is the Headteacher's responsibility to:

- ensure that the SENCo is able to influence strategic decisions about SEN
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year)
- ensure a process is in place for involving parents and children in reviewing provision and planning for pupils identified with SEND

Academy Committee

The Academy Committee must ensure that:

- the necessary provision is made for any child who has special educational needs
- where the SENCo, the Headteacher or the appropriate governor has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them
- teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs
- parents/carers are notified of a decision by the school that SEND provision is being made for their child

- the Special Educational Needs Code of Practice (2014) is adhered to when carrying out its duties towards all children with special educational needs, providing strategic support to the Headteacher
- the SEND policy is published on the school website

- a qualified teacher is designated as SENCo
- arrangements are in place to support children with medical conditions

- information regarding the arrangements for the admission of disabled children is published in the Accessibility plan (statutory) and the Accessibility Plan part 2, both of which are on the website.
- the name of the person responsible for co-ordinating SEND provision is published in the school prospectus

The Academy Committee of Frinton Primary School are responsible for entrusting the Headteacher to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEND policy and all other statutory policies as defined by the DfE.

The SEND link governor for Frinton Primary School is Mrs A. Marks**.**

Supporting pupils and families

At Frinton Primary School, we believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

We aim to involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:

- discussions with the class teacher
- parents' evenings
- discussions with the SENCo or other professionals
- the One Plan write and review process.

Parents are encouraged to comment on their child's One Plan with possible suggestions that could be incorporated.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the Local Authority Parent Partnership service (SENDIASS) where specific advice, guidance and support may be required.

Supporting pupils with medical needs

At Frinton Primary School, we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010). If a pupil has a medical need, then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented, we would also look at any staff training that may be needed. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The success of SEND provision and interventions for children on the SEND register are recorded on the One Plan which is updated on a termly basis. This helps to identify whether provision is effective. In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of informal discussion and through meetings with parents.

For pupils with more complex needs, we use Tapestry as an online learning journal to record progress through observations linked to frameworks including Birth to 5 Matters, the Engagement Model, and individual Personal Learning Targets.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEND focused external training opportunities are made available to all teaching and support staff where appropriate. The SENCo regularly attends relevant SEND courses, network meetings and family SEND meetings, disseminating relevant information to staff and the Headteacher.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCo, who will be able to advise on formal procedures for complaint. Please refer to the school's Complaint Procedure for further information.

Bullying

This school will not tolerate harassment or bullying of children with SEND or disabilities. We believe that all children have a fundamental right to non-discriminative education, free from bias and disadvantage. The school will make every effort to eliminate all forms of discrimination and inequality. Please refer to the school's Anti-Bullying Policy for further information.

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school, due to their SEND is set out in our attendance policy.

Accessibility Plan

The Accessibility Plan is reviewed annually.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

Transition arrangements

Many strategies are in place to enable a pupil's smooth transition to and from Frinton Primary School, as well as transition between year groups and key stages. These include:

- discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving
- all pupils attend a transition session where they spend some time with their new class teacher
- additional visits are also arranged for pupils who need extra time in their new school/class
- the Headteacher and SENCo are always willing to meet parents/carers prior to their child joining the school
- the Headteacher and SENCo liaise with the SENCos from the secondary schools to pass on information regarding pupils with SEND, and to learn about pupils who are due to join us in EYFS, from the Pre-school/ area SENCo

Funding

The SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual child's needs. Requests for funding resources are made to the SENCo or Headteacher who then scrutinise such requests. Children who receive additional funding from the Local Authority are reviewed annually as stated in their Provision Agreement. The school then makes recommendations to the Local Authority, but it is a panel of professionals appointed by the Local Authority who make such allocations.