

## Special Educational Needs and Disability Policy

### Vision Statement

At Stakeford Primary School, we believe that each individual child is special and deserves to be valued in a happy, secure and caring learning environment.

**We aim to recognise all children's abilities and attributes, and support them in reaching their full potential, helping them to shine.**

We aim to work closely together with parents, carers and families, for the benefit of all our children, in an open and friendly atmosphere.

**We aim to deliver a stimulating and challenging curriculum which is meaningful to all our children and will encourage them to become self-motivated, independent learners.**

We believe all our children should feel proud and important members of our school family and community, taking responsibility for themselves and their surroundings and showing consideration for each other.

We expect high standards of behaviour and encourage honesty, kindness and co-operation.



2025



# Special Educational Needs and Disability (SEND) Policy

## School/setting beliefs and values around SEND

- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces their responsibility.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff.
- We recognise the valuable contribution parents make to their child's education and aim to work in partnership with parents.
- Children must also contribute their own views on the provision in school.
- We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

**SENDCO:** Mrs Jill Preece

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**National Award for SEN obtained:** Yes

**Member of the Senior Management Team:** Yes

## Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) (September 2014)
- Ofsted Inspection Framework (September 2019)
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014

Related guidance includes:

- Working together to Safeguarding Children (2018)
- The Children Act 2004
- Reasonable Adjustments for Disabled Pupils (2015)
- Supporting Pupils With Medical Conditions at School (2017)
- Keeping Children Safe in Education (September 2024)

<i>Policy:</i>	<i>SEND Policy</i>
<i>Published by:</i>	<i>Governing Body</i>
<i>Author:</i>	<i>Mrs Jill Preece</i>
<i>Issue Date:</i>	<i>March 2025</i>
<i>Next Review Date:</i>	<i>March 2026 &amp; checked annually</i>

Our aim is to provide all of our pupils with a curriculum which equips them with the aspirations, motivation, knowledge and skills to become lifelong learners.

Our curriculum will provide us with:

**S**kills to help us communicate with a rich and varied vocabulary;

**T**ime and support to ensure we are fluent readers with a desire to read;

**A** firm foundation in basic skills so we have the building blocks for our future learning;

**K**nowledge of the wider world in which we live;

**E**ngaging and enjoyable learning experiences to inspire us;

**F**riendships, relationships and an understanding of self;

**O**pportunities to revisit and develop skills to help us excel;

**R**eadiness for the next stage in education and life;

**D**etermination and resilience to achieve our potential.

## SEND Policy

## **Introduction**

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive, quality first teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with a range of needs. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

### **The main changes from the SEN Code of Practice (2001) are as follows:**

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing Local Offer for support
- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

### **Definition of 'SEND'**

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

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

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

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states:

*children with '...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

It also states that schools must make *reasonable adjustments*, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

### **Broad Areas of Need (See Appendix 1)**

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given, where required. This can be within school or in collaboration with specialist external agencies. Children with

SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities, as well as promoting independence.

All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated. When additional specialist advice and support, beyond what is offered in school, is necessary, we refer to the appropriate external agencies and work closely with them to promote the child's wellbeing and development. Our Local Offer provides further information about the agencies we work with.

### **Identification of 'SEN'**

A key principle under the Code is that there should be no delay in making any necessary SEN provision, as a delay at this stage can give rise to further difficulties. The Code states that:

*“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.*

### **Children who start our school with already identified SEND:**

Some children arrive at our school with identified SEN, in which case the SENDCO and class teacher will liaise with the previous school, nursery, setting or with their parents, to ensure there is a smooth transition and continuity of provision.

### **Concerns a child may have SEND:**

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There will be a record of this conversation (initial concerns form) and agreed actions kept.

There is a period of monitoring and review, including: an analysis of the child's progress compared with peers; national data; and expectations of progress. Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as requiring additional support and appropriate provision will be made.

If parents have any concerns about their child, they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCO.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work within age-related expectations.

### **SEN Support**

Where a child is identified as having SEND, we work in partnership with parents to establish the support the child needs.

The child's needs are discussed by relevant parties (parents, the child, school staff and any external professionals) decisions can be made about the desired outcomes for the child. This will include the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

### **Pupil Passport**

A Pupil Passport will be written in conjunction with the class teacher, SENDCO and parents and will outline the following information:

- Primary Needs
- Strengths, Skills and Attributes.
- Needs
- Quality First Teaching Strategies required in the classroom
- Targeted group support and individual support required
- Current Data
- Short term Outcomes and progress towards these outcomes
- Provision
- Any current professional involvement

This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed at least termly. Parents are invited to discuss their child's progress and the support and targets through a catch-up meeting with the SENDCO / class teacher. *Class teachers and the SENCo are available for further discussion by appointment through the school office.*

We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

### **Assess**

- An analysis of the child's needs is carried out by all parties working with the child (parents, the child, school staff and any external professionals).
- This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other factors which are deemed relevant (rate of progress, attainment, and behaviour etc.).
- This assessment should be reviewed regularly.
- In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

### **Plan**

- Where it is decided to provide additional / SEN support, and having formally notified the parents, all parties will agree on the desired outcomes.
- Interventions and/or support are put in place,
- Short-term outcomes are set with a clear date for review.
- All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required .
- This information will be recorded on the school's information system (Pupil Passport).

### **Do**

- The early years practitioner/ class teacher remains responsible for working with the child on a daily basis.
- With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support.
- Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child.
- The SENCO should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.

### **Review**

- The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher / SENCO, taking into account the child's parents and the child's views. This should feedback into the analysis of the child's needs.
- The support offered is then revised in light of the child's progress and development, deciding any changes to the support and outcomes.
- Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.



### **Cycle Approach**

This cycle of action is then revisited.

If a child's needs are met sufficiently by the use of a Pupil Passport, this will remain in place for as long as it is needed. It will be reviewed each term.

### **SEN Support Plan**

If it is clear that a pupil passport is not detailed enough for the child to make progress, a SEN Support Plan may need to be written in conjunction with the SENDCO, Class Teacher, Parents, Pupil and external professionals (if relevant). This document is more detailed and outlines the provision required to meet short term outcomes in much more detail. Progress is also monitored more closely.

### **Our school's graduated approach to SEN**

#### **Wave 1:**

#### **Quality First Teaching**

- Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork.
- Some children at this level *may* have a pupil passport.
- Progress is carefully tracked and reviewed.

### **Wave 2:**

#### ***Additional School Intervention***

- Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations.
- These interventions may involve group or one-to-one teaching.
- The SENDCO and class teachers will work closely with support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching.
- At this stage, advice and support from other agencies may be sought.
- Children at this level *will* have a pupil passport and their progress carefully tracked and reviewed.

### **Wave 3:**

#### ***High Need***

- Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential.
- When appropriate, specialist outside agencies support this.
- The SENDCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.
- Children at this level *will* have a SEN Support Plan and their progress carefully tracked and reviewed.

If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, may apply for a COSA (consideration of Statutory Assessment). Parents also have the right to request a COSA for their child.

#### **Education Health and Care Plan**

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Pupils with an Education Health and Care Plan (EHCP) will have access to all arrangements for pupils on the SEN register (above) and, in addition to this, will have an Annual Review of their plan.

Our school will comply with all local arrangements and procedures when applying for Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local Northumberland County Council policy and guidance - particularly with regard to the timescales set out within the process.

#### **Home School Partnership**

- At Our school we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEN process.
- All parents and /or carers are invited to meet with their child's class teachers at least twice per year as well as receiving an annual report.
- Parents of children identified as having SEN are also invited to a further consultation once a term at which their child's progress, Intervention and Support Plan detailing the additional support, interventions and targets are discussed and agreed. School refer to these meetings as SEND catch-ups.

#### ***Pupil Views***

- Children's views matter to us. All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEN pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their termly review, children with SEN Support Plans are asked more formally about their views, their learning, their targets and the support and interventions they are given.
- For their annual review, children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given.

## ***The Management of Special Educational Needs***

### **The Role of the Headteacher**

*The Headteacher is responsible for:*

- monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn;
- delegating the day to day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCO);
- progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - regular meetings with the SENDCO
  - discussions and consultations with pupils and parents

### **The Role of the SENDCO.**

*The SENDCO is responsible for:*

- Coordinating the day to day operation of the school's SEND and Inclusion policies, on consultation with the Head teacher, with regard to the Special Educational Needs Code of Practice 2014.
- Liaise with and advise fellow teachers.
- Liaise with external agencies and regularly consult with Schools Educational Psychologist.
- Liaise with Governor responsible for SEN and keep the governors up to date with SEN issues in school and education.
- Coordinate provision for children with Special Educational Needs, including the management of interventions and individual education plans.
- Contribute to the in-service training for staff.
- Identify resource needs and manage any dedicated budget for SEN.
- Maintain school's records on all pupils with SEN.
- Provide information about the school policies for identification, assessment and review for SEN pupils.
- Update the SEN policy with regard to Statutory requirements.

### **The Role of the Governors**

*The named governor will:*

- Attend at least annual meetings with the SENDCO
- Provide regular reports to the Governing Body
- Play a role in reviewing SEND policy

*The Governing Body must ensure that:*

- Necessary provision is made for any pupils who have SEND
- All staff are aware of the Special Educational Needs of children in their class
- They consult with the Local Authority as appropriate regarding SEN and accept their statutory requirements named above.

### **The Role of the Class Teacher**

*The teaching staff will:*

- Review any Group Intervention Provision Plans for individuals and groups of children, supported by SENDCO and support staff
- Have an ongoing role of identifying, assessing, recording and reporting
- Provide differentiation to allow all children access to the curriculum
- Liaise with parents regularly (formally and informally) to discuss a child's progress towards Group and Individual Intervention targets
- Liaise with SENDCO, support staff and external agencies
- Involve pupils in their own learning by sharing objectives, setting targets and reviewing progress
- Organise the classroom to facilitate those children with Special Educational Needs
- Identify training needs and attend appropriate training

**The Role of Support Staff**

*The support assistants will:*

- *Liaise with the class teacher*
- *Deliver directed intervention programmes*
- *Be responsible for activities designated by the class teacher, assisting and supporting as appropriate*
- *Record/report outcomes of activities*
- *Support any named children they have links to.*

Timetables for SEN support are reviewed every half term to ensure the most effective and efficient support is in place.

**Staff Development:**

The school is committed to providing INSET and staff development and SEN is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'.

**Conclusion:**

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

**Related policies**

This policy should be read in conjuncture with other school policies particularly:

- Admission Policy
- Behaviour for Learning Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy

**<sup>1</sup>Review of policy**

A copy of this policy was agreed by the Governing Body

Date Completed:        /        /

Signed: \_\_\_\_\_ Date: \_\_\_\_\_ Mrs Preece (SENDCO)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_ Governor Representative

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### Communication and interaction

- 6.28 Children and young people 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 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.
- 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, 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.

### Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. 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.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties

- 6.32 Children and young people 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 and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

### Sensory and/or physical needs

- 6.34 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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- 6.35 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.