STAKEFORD PRIMARY SCHOOL

Tutum Iter Per Puerita – Safe Passage Through Childhood

2026–2027

Special Educational Needs and Disability Policy



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Special Educational Needs and Disability (SEND) Policy

www.stakeford.northumberland.sch.uk

Inclusive practice • High expectations • Removing barriers • Promoting independence



SEND 2026–2027

Stakeford Primary School

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

Our curriculum will provide us with:

Skills to help us communicate with a rich and varied vocabulary;

Time 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;

Knowledge of the wider world in which we live;

Engaging and enjoyable learning experiences to inspire us;

Friendships, relationships and an understanding of self;

Opportunities to revisit and develop skills to help us excel;

Readiness for the next stage in education and life;

Determination and resilience to achieve our potential.

Special Educational Needs and Disability (SEND) Policy

School/setting beliefs and values around SEND

- *SEND provision is a whole-school responsibility and inclusive practice is expected from all staff.*
- *Class teachers remain responsible for the teaching, learning, progress and participation of every pupil, including those receiving specialist or additional support.*
- *High Quality Teaching, Northumberland OAP and reasonable adjustments are the starting point for meeting need.*
- *Parents and carers are partners in planning and reviewing support.*
- *Pupils are supported to share their views about learning and provision.*
- *We maintain high expectations, value individual strengths and promote belonging, participation and independence.*

SENDCO: Mrs Jill Preece
Contact details: 01670 812369
National Award for SEN Coordination (NASENCO): Yes
Member of the Senior Management Team: Yes

Legislative Compliance

This policy has regard to current legislation and statutory guidance, including:

- Children and Families Act 2014 and SEND Regulations 2014
- Equality Act 2010 and the reasonable adjustment duty
- SEND Code of Practice: 0 to 25 years (January 2015)
- Keeping Children Safe in Education 2026
- Working together to improve school attendance (July 2026)

Related guidance and evidence includes:

- Northumberland Ordinarily Available Provision and Graduated Approach / Local Offer guidance
- Northumberland Strategic Inclusion Strategy and SEND & AP Capacity and Place Planning Strategy 2025–2030
- DfE suspension and permanent exclusion guidance (July 2026)
- Supporting pupils at school with medical conditions (current guidance)
- EEF SEND / TA deployment guidance and Northumberland NIES/HINT advice and pathways

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SEND Policy

Introduction

Stakeford Primary School is committed to inclusive education and high expectations for every pupil. We aim to identify barriers early, make effective reasonable adjustments and provide the support pupils need to participate, learn, develop independence and achieve well. SEND is a whole-school responsibility and is considered within curriculum, teaching, behaviour, attendance, safeguarding, personal development and wider school life.

Our approach is aligned with Northumberland County Council's Ordinarily Available Provision (OAP) guidance. OAP describes the inclusive practice, High Quality Teaching, reasonable adjustments and targeted support ordinarily expected in mainstream schools. It is the starting point for meeting need; it is not a fixed checklist and support does not depend on a diagnosis.

At the date of this policy, the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years (2015) remain the statutory framework. The government's 2026 SEND reform publications set out future policy direction but do not replace current law or statutory guidance. This policy will be updated when new statutory requirements come into force.

Aims

• To identify SEND and barriers to learning, participation and wellbeing as early as possible and respond without unnecessary delay.
• To provide an inclusive, ambitious curriculum in which pupils with SEND are full members of the school community.
• To ensure High Quality Teaching, OAP and reasonable adjustments are embedded consistently across classrooms and wider school life.
• To use the Assess, Plan, Do, Review cycle so that support is purposeful, evidence-informed and changed when it is not having sufficient impact.
• To work in partnership with pupils, parents/carers and external professionals, valuing their knowledge and views.
• To promote independence and avoid unnecessary over-reliance on adult support.
• To ensure statutory provision within Education, Health and Care Plans (EHCPs) is understood, planned, delivered and reviewed.
• To use staffing, intervention and SEND funding transparently and strategically to improve outcomes***.***

Definition of 'SEND'

A child or young person has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them. For a child of compulsory school age this includes having significantly greater difficulty in learning than the majority of others of the same age, or having a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream education.
Special educational provision is provision that is additional to or different from that made generally for pupils of the same age. A medical diagnosis does not automatically mean that a pupil has SEN, and a pupil does not need a diagnosis before support or reasonable adjustments can be put in place.
Disability and SEN are related but are not the same. Under the Equality Act 2010, a disabled pupil may require reasonable adjustments, auxiliary aids or services whether or not they are on the SEN register.

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

The broad areas of need help schools plan provision, but they do not describe the whole child. Individual pupils may have needs across more than one area and their presentation may change over time. Support will therefore be based on a holistic understanding of strengths, needs, barriers and context rather than on a label alone.

Ordinarily Available Provision (OAP) and Inclusive Practice

Northumberland's OAP guidance sets out expectations for inclusive mainstream practice. Stakeford Primary School will use its best endeavours to secure the special educational provision required by pupils with SEN and will make reasonable adjustments for disabled pupils. Governors retain oversight of these duties.

In practice, our ordinarily available offer includes:

• a positive, predictable and enabling environment where pupils feel known, safe, valued and included;
• High Quality Teaching with clear explanations, modelling, scaffolding, appropriate challenge, chunking, pre-teaching, overlearning, retrieval and flexible ways to demonstrate learning;
• visual, auditory, practical and assistive approaches where these reduce barriers;
• planned classroom organisation, seating, movement, sensory and regulation support, including access to quieter or lower-arousal spaces where appropriate;
• explicit teaching of communication, vocabulary, emotional literacy, independence, organisation and self-regulation where needed;
• reasonable adjustments to routines, tasks, recording, homework, uniform, transitions, unstructured times and wider opportunities where appropriate;
• careful planning of the roles of all adults so that support increases access and independence rather than separating pupils unnecessarily from the teacher or class;
• full consideration of access to trips, clubs, assemblies, playtimes, lunchtime, PE and all areas of school life.

OAP is responsive to the individual pupil. Not every strategy will be appropriate for every child. Staff will work with pupils and families to identify what helps, review the impact and adapt provision accordingly.

Identification of SEND

Early identification is important, but identification is not the same as diagnosis. The purpose is to understand the barrier to learning or participation and decide what action the school should take. Provision will be put in place when need emerges; the school will not wait for a formal diagnosis before making appropriate adjustments or support.
Where a pupil joins the school with identified SEND, the SENDCO and class teacher will liaise with the previous setting, parents/carers and relevant professionals to support continuity and transition.
Where staff have concerns about progress, attainment, communication, participation, regulation, emotional wellbeing, sensory needs, attendance, independence or behaviour, the class teacher will discuss these with the SENDCO and parents/carers. The school will consider:
• the pupil's strengths, views and aspirations;
• progress over time and response to High Quality Teaching and adjustments;
• assessment information and developmental profile, not attainment alone;
• attendance, wellbeing, communication, sensory and environmental factors;
• information from parents/carers and previous settings;
• whether English as an additional language, disadvantage, trauma, attendance, health or other factors may be affecting learning without themselves constituting SEN.
A pupil will be placed on the SEN register when assessment indicates that they require special educational provision additional to or different from the provision generally made for pupils of the same age. Parents/carers will be formally informed. The register is a working document and pupils may move on or off it following review of need and provision.

SEN Support
Where a pupil is identified as having SEN, school will work with the pupil and parents/carers to agree the outcomes sought and the support required. SEN Support is not a single programme or amount of adult time; it is a graduated response based on individual need and reviewed for impact.

Pupil Passport
A Pupil Passport will normally be used to summarise the pupil's strengths, needs and day-to-day provision. It will be developed with the class teacher, pupil, parents/carers and SENDCO as appropriate and may include:
- primary and additional areas of need;
- strengths, interests, skills and aspirations;
- barriers to learning, participation and independence;
- ordinarily available and personalised classroom strategies / reasonable adjustments;
- targeted group or individual provision;
- current assessment information and short-term outcomes;
- how progress and impact will be measured;
- current professional involvement and advice.

Pupil Passports will be shared with relevant staff and reviewed at least termly. They are intended to be practical documents that inform everyday teaching, not simply records of provision.

SEN Support Plan
Where needs are more complex, provision is extensive, risk or regulation support needs to be coordinated, or a Pupil Passport does not provide sufficient detail, a SEN Support Plan may be used. This will set out provision, responsibilities, frequency, expected outcomes, review arrangements and professional advice in greater detail.

Assess, Plan, Do, Review – the Graduated Approach

Co-production with pupils and families is central to the graduated approach. The cycle will be repeated and refined as the school develops a clearer understanding of the pupil's needs and what works.

Assess

- The class teacher, supported by the SENDCO, gathers and analyses relevant information about strengths, needs, progress and barriers.
- Assessment draws on teacher knowledge, pupil and parent/carer views, previous progress, current assessment, behaviour and attendance information, and relevant professional advice.
- The assessment is reviewed when new information emerges or support is not having the intended impact.

Plan

- Pupil, parents/carers and school agree clear outcomes and the provision, adjustments and interventions most likely to help.
- Provision is specific enough for staff to know what will be delivered, how often, by whom and how impact will be measured.
- All relevant staff are informed of the pupil's needs, strategies and reasonable adjustments.

Do

- The class teacher remains responsible for the pupil's learning and progress, including where interventions or specialist programmes are delivered by another adult.
- Support is linked back to classroom learning and opportunities are planned for pupils to generalise and use new skills.
- The SENDCO supports staff with problem-solving, implementation and use of professional advice.

Review

- The impact and quality of provision are reviewed against the agreed outcomes, using pupil and parent/carer views alongside assessment and observation.
- Provision is continued, changed, reduced or increased according to evidence of impact and current need.
- Where progress remains less than expected, school considers further assessment, specialist advice or statutory assessment rather than simply repeating ineffective provision.



Our School's Graduated Approach to SEN

The following waves are used by school to describe increasing levels of provision. They are not statutory thresholds, and pupils do not have to move through each wave in sequence before additional or statutory support is considered.

Wave 1 – Ordinarily Available Provision / High Quality Teaching

- All pupils receive inclusive High Quality Teaching and reasonable adjustments appropriate to their needs.
- Teachers identify and remove barriers within classroom practice and the learning environment.
- Progress, participation and wellbeing are monitored. A pupil may receive short-term targeted support without necessarily being identified as having SEN.

Wave 2 – Targeted SEN Support

- Where a pupil requires special educational provision that is additional to or different from ordinarily available provision, SEN Support is put in place through APDR.
- Support may include carefully selected small-group or individual interventions, additional adult check-ins, adapted resources, targeted communication, literacy, numeracy, social, emotional or sensory work.
- Interventions are time-limited or reviewed at agreed points and are evaluated for impact, not maintained solely because they have always been used.
- A Pupil Passport will normally be in place and external advice may be sought where appropriate.

Wave 3 – Higher Needs / Personalised SEN Support

- Pupils with more complex or persistent needs may require a detailed SEN Support Plan, highly personalised provision and coordinated input from external professionals.
- Provision may involve significant adaptation of curriculum, communication, environment, regulation or staffing while maintaining access to the teacher, peers and wider school community wherever possible.
- For pupils with an EHCP, provision specified in Section F will be mapped clearly onto school arrangements and reviewed for delivery and impact.

Education, Health and Care Needs Assessment and EHCPs

Where, despite relevant action through the graduated approach, a pupil may require provision beyond that which the school can reasonably secure through SEN Support, the school will consider requesting an Education, Health and Care needs assessment. In Northumberland this process may be referred to locally through COSA arrangements. Parents/carers and young people also have the statutory right to request an assessment.

A request for statutory assessment will be based on the legal test and evidence of need; it will not be delayed solely because a diagnosis is outstanding or because a fixed number of cycles or interventions has not been completed. The school will provide clear evidence of assessment, OAP and reasonable adjustments, APDR, progress, professional advice and the provision already made.

Pupils with an EHCP remain the responsibility of the class teacher as well as the wider school. The SENDCO will coordinate provision and annual review arrangements. The school will ensure that provision for which it is responsible is delivered and will work with the Local Authority to ensure the special educational provision specified in Section F is secured. The school will raise concerns with the Local Authority promptly where provision, funding, placement or changing need requires review.

Working with External Services and Professional Advice

External advice is used to build the school's capacity and improve provision, not simply as a referral route. The school may seek advice from Northumberland Inclusive Education Service / HINT teams, Sensory Support, Educational Psychology, Speech and Language Therapy, Occupational Therapy, School Health, CYPS, Early Help and other appropriate services.
NIES/HINT involvement may include support relating to autism, speech, language and communication, specific learning difficulties, emotional wellbeing and behaviour, and inclusive practice. Sensory Support may advise where a pupil has hearing, vision or multi-sensory impairment. Where several pupils or staff teams have a similar need, group, class or whole-school consultation/training may be more effective than a series of individual referrals.
When professional advice is received, school will:

- record the advice and make it accessible to staff who need it;
- translate recommendations into classroom practice, Pupil Passports, SEN Support Plans, risk/regulation plans or intervention timetables as appropriate;
- identify who is responsible for implementation and any staff training required;
- review whether the advice has been implemented consistently and whether it has improved access, engagement, independence, progress or wellbeing;
- return to the professional or consider escalation where the advice has been implemented but need remains significant.

Attendance and SEND

The ambition for attendance is high for all pupils, including pupils with SEND. However, some pupils face additional barriers to attendance linked to health, anxiety, sensory needs, communication, routines or unmet SEND. School will seek to understand the individual barrier and work collaboratively with the pupil, family, attendance staff and external agencies rather than relying on a generic response.
Reasonable adjustments and support may include changes to routines, transitions, uniform, transport arrangements, access to a trusted adult, lunchtime or sensory arrangements, or a time-limited reintegration plan where appropriate. Where a pupil has an EHCP, school will consider whether the specified provision is being accessed and whether review is required. Part-time timetables will only be used exceptionally, for a defined period, with clear review and reintegration arrangements and in line with attendance guidance.

Behaviour, Regulation, Suspension and Exclusion

Behaviour can be a form of communication and may indicate an unmet need. Staff will seek to understand what lies behind behaviour and consider whether teaching, communication, sensory, environmental, emotional or other adjustments are required. This does not remove the school's responsibility to maintain safe and respectful behaviour expectations for all pupils.

When responding to behaviour involving a pupil with SEND or a disability, staff and leaders will consider the pupil's individual needs, relevant reasonable adjustments, provision already in place and any contributing factors. Repeated suspensions will trigger a review of whether current support is effective and whether additional or specialist strategies are needed.

Suspension and permanent exclusion will be managed in accordance with current statutory guidance and the Equality Act 2010. Permanent exclusion is a last resort. Pupils will not be sent home for disciplinary reasons without this being formally recorded as a suspension. Where off-site direction, alternative provision or a managed move is considered, the school will ensure that SEND, safeguarding, curriculum, information sharing and reintegration needs are addressed. A managed move is permanent, voluntary and in the pupil's best interests; it will not be used on a trial basis. Where a temporary placement is needed to improve behaviour, the statutory off-site direction process will be followed. Pupils with an EHCP require Local Authority involvement and statutory plan processes.

Safeguarding and SEND

Pupils with SEND can face additional safeguarding barriers. Staff must not assume that changes in behaviour, mood, presentation or injury are simply part of a pupil's SEND or health condition. Communication difficulties, social isolation, bullying, dependence on adults, intimate care and limited understanding of risk may increase vulnerability.
Safeguarding concerns involving a pupil with SEND will be shared with the Designated Safeguarding Lead in line with the school's safeguarding procedures, with close liaison with the SENDCO where appropriate. Pupils will be provided with communication support and additional pastoral support needed to express concerns and understand how to keep themselves safe, including online.

Home–School Partnership

- Parents/carers know their children well and their views will be respected throughout identification, planning and review.
- Parents/carers of pupils on SEN Support will be offered regular opportunities, at least termly, to discuss progress, provision and next steps through SEND catch-ups/reviews.
- School will explain the purpose of referrals, statutory processes and changes to provision in accessible language and will signpost families to Northumberland's Local Offer and SENDIASS where appropriate.
- Communication will focus on strengths and solutions as well as concerns, with agreed actions recorded.

Pupil Views

Pupil voice is a core part of assessment, planning and review. Pupils will be supported to communicate their strengths, aspirations, worries, what helps them learn, and what they would like to change. Communication methods will be adapted to the pupil's age, development and preferred means of communication. Pupil views will inform Pupil Passports, SEN Support Plans, EHCP reviews, transitions and wider evaluation of SEND provision.

Transition

Transition will be planned with the pupil, family, current and receiving staff and relevant external professionals. This includes transition into Nursery/Reception, between year groups, into or from another school, and transition to secondary education. Plans may include additional visits, photographs, social stories, visual preparation, key-adult introductions, information sharing, environmental adjustments and phased familiarisation where appropriate.

The Management of Special Educational Needs

The Role of the Headteacher

- Provide strategic leadership for inclusion and ensure SEND is integral to school improvement, curriculum, staffing, attendance, behaviour and safeguarding.
- Work with the SENDCO and governing body to ensure statutory duties are met and resources are used effectively.
- Monitor outcomes, provision, staffing capacity, attendance and exclusion patterns for pupils with SEND and respond to emerging barriers.
- Ensure the SENDCO has sufficient time, authority and access to senior leadership to carry out the role effectively.

The Role of the SENDCO

- Oversee the day-to-day operation and strategic development of the school's SEND policy and provision.
- Support teachers with identification, APDR, OAP, reasonable adjustments and implementation of professional advice.
- Coordinate provision for pupils with SEN and maintain accurate records and the SEN register.
- Liaise with parents/carers, pupils, external professionals, other settings and the Local Authority.
- Coordinate requests for EHC needs assessment, EHCP provision and annual reviews.
- Use provision mapping, intervention evidence, staff feedback and pupil/parent voice to evaluate impact and identify whole-school development priorities.
- Work with the Headteacher and SEND Governor to provide governors with clear information about SEND, including capacity, outcomes, provision and barriers.
- Contribute to staff professional development and build sustainable staff expertise rather than holding specialist knowledge solely within the SENDCO role.

The Role of the Governing Body / SEND Governor

- Ensure the school uses its best endeavours to secure provision for pupils with SEN and meets Equality Act duties.
- Maintain strategic oversight of SEND through reports, visits, scrutiny of provision and challenge/support to leaders.
- Ensure appropriate arrangements are in place for the SENDCO role and that SEND information is published and reviewed as required.
- Review patterns in attainment, attendance, suspension/exclusion, off-site provision and pupil/parent voice, including whether any group of pupils with SEND is disproportionately affected.
- Support review of this policy and the school's SEND Information Report.

The Role of the Class Teacher

- Remain responsible and accountable for the progress, participation and development of every pupil in the class, including pupils supported by teaching assistants or specialists.
- Know and implement relevant Pupil Passports, SEN Support Plans, EHCP provision and reasonable adjustments.
- Provide High Quality Teaching, assess response to support and contribute evidence to APDR and reviews.
- Plan effectively with support staff, ensuring pupils continue to receive direct teacher instruction and opportunities for independence.
- Communicate with parents/carers and the SENDCO when needs, progress or provision change.

The Role of Teaching Assistants and Support Staff

- Work under the direction of the class teacher and contribute observations and assessment information to planning and review.
- Supplement, not replace, the teacher and use scaffolding that develops independence rather than creating unnecessary adult dependence.
- Deliver well-chosen, structured interventions as trained and planned, recording information needed to evaluate impact.
- Understand the communication, regulation, sensory, safety and safeguarding needs of pupils they support, including during transitions and unstructured times.
- Take part in relevant CPD, coaching and professional discussion so that effective strategies are consistent across the school day.

Staff Development

All staff have a role in SEND. Professional development will be based on school need, pupil need, observation, provision and outcome data, and advice from external services. Priorities may include communication and interaction, autism, ADHD/executive function, SEMH, sensory regulation, behaviour as communication, literacy/numeracy difficulties, adaptive teaching, intervention delivery and effective TA deployment.

Where HINT/NIES or other professionals provide advice or training, leaders will plan how this is implemented and revisited. Staff confidence alone will not be treated as evidence of impact; monitoring will also consider changes in classroom practice, pupil access, engagement, independence, progress and wellbeing.

Monitoring Provision and Impact

The school will maintain a live overview of SEND provision through the SEN register, Pupil Passports/SEN Support Plans, EHCP provision tracking, whole-school provision mapping, intervention records and review information. Leaders will evaluate whether provision is being delivered as intended and whether it is improving outcomes.

Where an intervention or approach is not having sufficient impact, the response will be to review the assessment and provision rather than simply continuing it indefinitely. SEND funding and staffing decisions will be linked to the needs of the current cohort and the evidence of impact, while recognising the school's statutory duties and the need to maintain sustainable inclusive provision.

Complaints

Concerns about SEND provision should normally be raised with the class teacher and/or SENDCO in the first instance so that they can be addressed promptly. If a concern is not resolved, parents/carers may use the school's Complaints Policy. Information about independent SEND advice and support is available through Northumberland SENDIASS and the Northumberland Local Offer.

Related Policies

- SEND Information Report / Local Offer information
- Accessibility Plan and Equality information/objectives
- Behaviour / Relationships Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- Complaints Policy
- Alternative Provision / Educational Visits / Risk Assessment procedures where applicable

Review of Policy

This policy will be reviewed at least annually and sooner where there is a significant change in legislation, statutory guidance, Northumberland guidance or school provision. The SEND Information Report will be updated annually and more frequently where information changes.

A copy of this policy was agreed by the Governing Body

Date Completed: / /

Signed: _____ Date:_____ Mrs Preece (SENDCO)

Signed: _____ Date: _____ Governor Representative

Appendix 1: Broad Areas of Need

Communication and Interaction

Pupils may have difficulty communicating with others because they have difficulty saying what they want to, understanding what is being said, or understanding and using the social rules of communication. This may include pupils with speech, language and communication needs and autistic pupils. Needs may change across contexts and over time.

Cognition and Learning

Support for learning difficulties may be required where pupils learn at a slower pace than peers even with appropriate teaching, or where there are specific difficulties affecting areas such as literacy, numeracy, memory, processing or coordination. Difficulties may range from specific learning differences to moderate, severe or profound learning needs.

Social, Emotional and Mental Health

Pupils may experience a wide range of social and emotional difficulties that affect learning, relationships, regulation, attendance or behaviour. These may include anxiety, attention and executive-function difficulties, attachment or trauma-related needs and other mental health difficulties. Behaviour will be considered in context and may be an indicator of an unmet need.

Sensory and/or Physical Needs

Some pupils require provision because a disability or sensory/physical need prevents or hinders access to educational facilities generally provided. This may include hearing or vision impairment, multi-sensory impairment, physical disability, medical needs or sensory processing differences. Reasonable adjustments, specialist equipment, environmental adaptations and professional advice may be required.

The four broad areas are not used as rigid categories. The school will consider the whole pupil, including strengths, development, health, communication, environment, family views and the interaction between different areas of need.

Appendix 2: Northumberland OAP – School Commitments

In applying Northumberland's Ordinarily Available Provision guidance, Stakeford Primary School will:

- recognise and celebrate pupils' strengths, abilities and interests;
- place pupil and family voice at the centre of planning;
- agree aspirational and meaningful goals;
- develop a physical and sensory environment that reduces barriers;
- support personal development, wellbeing and belonging;
- provide a flexible, ambitious and inclusive curriculum;
- ensure staff are trained, supported and reflective in teaching pupils with SEND;
- seek, record, share, implement and review professional advice;
- plan transition carefully between stages of learning and settings.

These commitments sit alongside the legal duties to use best endeavours, make reasonable adjustments and follow the graduated approach. They are applied flexibly according to individual need.