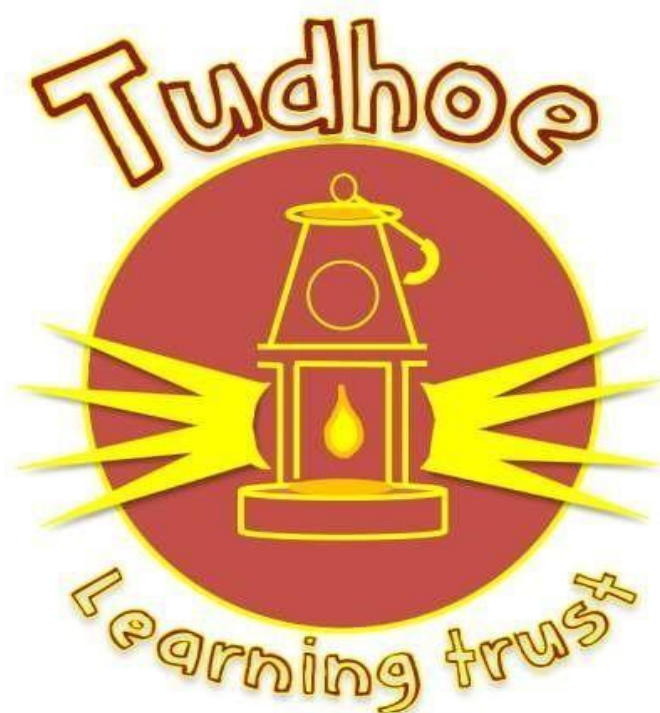




SEND Policy Applicable to Tudhoe Colliery Primary School

SPECIAL EDUCATIONAL NEEDS POLICY

This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:

- Equality Objectives;
- Accessibility Plan;
- Assessment for Learning;
- Anti-Bullying Policy;
- Medical Needs Policy

DEFINITIONS

For the purposes of this policy, the school uses the definition of Special Educational Needs (SEN) set out in the Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years and the Children and Families Act 2014. The SEND Code of Practice came into force in September 2014 and was revised in January 2015. It remains the statutory guidance that schools in England must have regard to when supporting children and young people with SEND.

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a 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 mainstream schools.

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

High-quality teaching, including appropriately differentiated, personalised and adaptive teaching, should meet the individual needs of the majority of children and young people. However, some children and young people require provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

The school will use its best endeavours to ensure that special educational provision is made for pupils who require it. High-quality teaching is the foundation of provision for pupils with SEND and special educational provision should build upon, rather than replace, high-quality inclusive teaching.

RATIONALE

Tudhoe Colliery Primary School is an inclusive school committed to ensuring that all pupils, including those with Special Educational Needs and/or Disabilities (SEND), are valued, respected and supported to achieve their full potential.

We recognise that pupils with SEND have a wide range of individual strengths, needs and experiences. In accordance with the SEND Code of Practice: 0–25 years, we recognise the four broad areas of special educational need:

- Communication and interaction**
- Cognition and learning**
- Social, emotional and mental health**
- Sensory and/or physical needs**

We recognise that some pupils may have needs across more than one area and that their needs may change over time. We therefore take a person-centred and needs-led approach, recognising each pupil as an individual and ensuring that provision is responsive to their strengths, needs, interests and aspirations.

We believe that all teachers are teachers of pupils with SEND and that meeting the needs of pupils with SEND is the responsibility of the whole school. The class teacher has overall responsibility for the day-to-day teaching, learning and progress of pupils with SEND, working closely with the SENDCo, support staff, senior leaders, parents/carers and, where appropriate, external professionals.

High-quality, inclusive and adaptive teaching is at the heart of our approach. We recognise that some pupils require provision that is additional to or different from that ordinarily available to their peers. We will identify these needs as early as possible and provide appropriate adaptations, interventions and support to enable pupils to participate fully in school life and make progress.

We are committed to working in partnership with pupils and their parents/carers. We recognise that parents/carers have valuable knowledge, experience and information about their child and should be fully involved in decisions about their child's education and support. We will communicate openly with parents/carers, listen to their views and ensure that they are supported to play an active and valued role in their child's education.

Where appropriate, we will also seek and value the voice, views and wishes of the pupil, ensuring that pupils are involved in decisions about their learning and support in a way that is appropriate to their age and level of understanding.

We recognise the importance of effective collaboration with external agencies and professionals. Where additional expertise is required, we will work collaboratively with relevant services to ensure that provision is coordinated and focused on achieving positive outcomes for the pupil.

Through a whole-school approach, strong relationships and a commitment to inclusion, we aim to ensure that pupils with SEND are able to belong, participate, achieve and thrive within our school community.

AIMS

Tudhoe Colliery Primary School aims to:

- Follow the statutory requirements and principles of the SEND Code of Practice: 0–25 years, alongside relevant legislation and national and local guidance.
- Promote an inclusive culture in which pupils with SEND are valued, respected and enabled to participate fully in all aspects of school life.
- Ensure high-quality, inclusive and adaptive teaching is provided for all pupils, with appropriate reasonable adjustments and adaptations made to meet individual needs.
- Identify SEND as early as possible, using a range of information, assessment and professional advice to develop a clear understanding of each pupil's strengths and needs.
- Provide a graduated approach to SEND support, through a cycle of assess, plan, do and review, ensuring that provision is monitored and adapted in response to pupils' changing needs.
- Ensure pupils with SEND have equitable access to a broad, balanced and ambitious curriculum, with appropriate adaptations made to enable them to engage, participate and make progress.
- Ensure that the views and experiences of pupils and their parents/carers are central to planning and reviewing SEND provision.
- Monitor and evaluate the progress and outcomes of pupils with SEND through appropriate assessment, school tracking systems, support plans, provision mapping and regular review.
- Ensure that SEND provision is regularly evaluated for impact, with resources and interventions adapted or discontinued where they are not having the intended effect.
- Provide ongoing, relevant and evidence-informed professional development to ensure that all staff have the knowledge, skills and confidence to meet the diverse needs of pupils with SEND.
- Ensure that all staff understand their roles and responsibilities in relation to SEND and that provision is coordinated effectively across the school.
- Develop positive and collaborative relationships with parents/carers, ensuring that communication is timely, accessible and respectful and that families are supported throughout the SEND process.

- Work effectively with external agencies and professionals, drawing on specialist advice where appropriate to support pupils' needs and outcomes.
- Use SEND funding and school resources effectively and appropriately to secure high-quality provision, specialist advice, interventions, staffing and resources that support pupils with SEND.
- Develop effective transition arrangements between classes, phases, settings and schools to ensure continuity of support and minimise barriers to learning.
- Work collaboratively with mainstream, specialist and alternative provision settings, sharing expertise and developing effective approaches to inclusion.
- Promote independence, confidence, resilience and positive outcomes for pupils with SEND, including developing the skills they need for successful transition and their future lives.

ROLES AND RESPONSIBILITIES

Provision for pupils with Special Educational Needs and/or Disabilities (SEND) is a matter for the whole school. Effective SEND provision requires clear roles and responsibilities, strong communication and collaboration between governors, senior leaders, the SENDCo, teachers, support staff, pupils, parents/carers and external professionals.

Governing Body

The Governing Body has strategic responsibility for ensuring that the school meets its statutory duties in relation to SEND. Governors will:

- Have regard to the SEND Code of Practice: 0–25 years and ensure that the school complies with relevant legislation and statutory requirements relating to SEND and disability.
- Ensure that the school has an appropriately qualified and suitably experienced Special Educational Needs Coordinator (SENDCo) who has sufficient time, resources and support to fulfil the role effectively.
- Ensure that SEND is considered as part of the school's wider strategic development and school improvement planning.
- Monitor the effectiveness of the school's SEND provision and the progress and outcomes of pupils with SEND.
- Monitor the appropriate and effective use of resources and funding allocated to support pupils with SEND.
- Ensure that the school publishes and regularly updates its SEND Information Report, setting out the provision available for pupils with SEND.

- Ensure that the school works cooperatively with the Local Authority and other relevant agencies in meeting its duties towards pupils with SEND, including when the school is named in an Education, Health and Care Plan (EHCP).
- Ensure that appropriate arrangements are in place to support pupils with medical conditions, in accordance with the school's policy and statutory guidance.
- Ensure that the school fulfils its duties under the Equality Act 2010, including making reasonable adjustments for disabled pupils and maintaining an appropriate Accessibility Plan.
- Ensure that governors have sufficient knowledge and understanding of the school's SEND provision to provide effective challenge, support and strategic oversight.
- Appoint a governor with specific responsibility for SEND who will maintain an appropriate level of oversight and work with the SENDCo and senior leaders.

Headteacher

The Headteacher has overall responsibility for ensuring that the school's SEND duties are effectively implemented. The Headteacher will:

- Ensure that the school has an inclusive ethos and that pupils with SEND are able to access a broad, balanced and ambitious curriculum.
- Ensure that the principles and requirements of the SEND Code of Practice are embedded across the school.
- Ensure that the SENDCo has sufficient time, resources, authority and access to senior leadership to carry out their role effectively and contribute to strategic decision-making.
- Ensure that SEND is considered within whole-school improvement planning, curriculum development, safeguarding, behaviour, attendance and staff development.
- Ensure that all staff understand their roles and responsibilities in relation to pupils with SEND.
- Ensure that appropriate arrangements are in place for meaningful engagement with pupils and their parents/carers regarding SEND provision, progress and outcomes.
- Ensure that the school follows the graduated approach of assess, plan, do and review when identifying and responding to SEND.
- Ensure that the effectiveness of SEND provision and the use of resources are regularly evaluated.
- Report to the Governing Body on the effectiveness of SEND provision and the deployment of resources.

Special Educational Needs Coordinator (SENDCo)

The SENDCo is responsible for the day-to-day coordination of SEND provision across the school and will:

- **Oversee the day-to-day implementation of the school's SEND policy.**
- **Coordinate provision for pupils with SEND and ensure that appropriate support is in place.**
- **Work with class teachers and support staff to ensure that pupils with SEND receive high-quality, inclusive and adaptive teaching.**
- **Advise teachers and support staff on the graduated approach of assess, plan, do and review.**
- **Coordinate and monitor SEND Support Plans and ensure that provision is reviewed regularly.**
- **Support staff to identify, assess and respond to pupils' emerging needs.**
- **Maintain an accurate and up-to-date SEND register and SEND records.**
- **Liaise with parents/carers and ensure that they are appropriately involved in the planning, implementation and review of SEND provision.**
- **Ensure that the views, wishes and feelings of pupils with SEND are sought and taken into account in decisions about their education and support.**
- **Liaise with relevant external agencies and professionals to coordinate specialist advice and support.**
- **Liaise with the Local Authority regarding statutory SEND processes, including Education, Health and Care needs assessments and EHCPs.**
- **Liaise with early years settings, schools, colleges and other education providers to support effective transition.**
- **Advise on the appropriate use of delegated SEND funding and other resources.**
- **Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010.**
- **Contribute to the development of the school's SEND Information Report.**
- **Contribute to and coordinate relevant professional development for staff.**
- **Maintain their own professional knowledge and expertise through appropriate training and continuing professional development.**
- **Monitor and evaluate the effectiveness of SEND provision and use this information to inform school improvement.**
- **Liaise with the designated teacher where a looked-after child has SEND, ensuring that SEND provision and care planning are appropriately coordinated.**

Class Teachers

Class teachers have a central role in identifying and meeting the needs of pupils with SEND. They will:

- Provide high-quality, inclusive and adaptive teaching that meets the needs of all pupils, making appropriate reasonable adjustments and adaptations where necessary.
- Take responsibility for the learning, progress and outcomes of pupils with SEND in their class.
- Follow the graduated approach of assess, plan, do and review, working collaboratively with the SENDCo, support staff, pupils and parents/carers.
- Identify emerging concerns and raise these with the SENDCo in a timely manner.
- Plan and implement appropriate provision and adaptations for pupils with SEND.
- Set clear, meaningful and achievable outcomes for pupils with SEND and evaluate the impact of provision.
- Maintain high aspirations and expectations for all pupils, including those with SEND.
- Ensure that additional adult support is used effectively and promotes pupil independence rather than creating dependency.
- Work closely with support staff to ensure that interventions and additional provision are purposeful, appropriately targeted and linked to identified outcomes.
- Work in partnership with pupils and parents/carers, seeking and responding to their views and providing regular updates on progress.
- Contribute to SEND Support Plans, EHCP reviews and other relevant assessments and reviews.
- Use information and advice from the SENDCo and external professionals to inform classroom practice.

SEND Support Staff

SEND support staff, including Teaching Assistants (TAs) and Learning Support Assistants (LSAs), are an important part of the whole-school approach to SEND.

They will:

- Work under the direction of the class teacher and SENDCo to support pupils' access to learning and participation in school life.
- Work closely with class teachers to ensure that support is consistent with planned learning, identified needs and agreed outcomes.
- Deliver targeted interventions and support as directed by the class teacher and SENDCo.
- Provide support that promotes pupils' independence, engagement and self-regulation, rather than creating unnecessary dependence on adult support.
- Contribute observations and information to the assess, plan, do and review process.

- Support pupils to access the curriculum through agreed adaptations, strategies and resources.
- Communicate regularly with the class teacher regarding pupils' progress, engagement and emerging needs.
- Work collaboratively with other staff and professionals where appropriate.
- Recognise that the support provided by a TA/LSA is part of a wider package of provision and does not replace the teacher's responsibility for teaching, assessment, progress and outcomes.
- Ensure that adult support is purposeful, proportionate and focused on enabling pupils to become increasingly independent.

IDENTIFICATION OF SEND

Tudhoe Colliery Primary School recognises the importance of early identification and intervention for pupils who may have Special Educational Needs and/or Disabilities (SEND). Identifying SEND is an ongoing process and may occur at any stage of a pupil's education.

Pupils may be identified through a range of sources, including:

- observations and professional knowledge of class teachers and support staff;
- discussions with the pupil and their parents/carers;
- assessment and monitoring of progress and attainment;
- analysis of school data and assessment information;
- information provided by previous settings or other professionals;
- identified patterns of need, attendance, behaviour, communication, interaction or emotional wellbeing;
- information provided by external agencies and specialist services; and
- parental or pupil concerns.

We recognise that not all pupils who experience difficulties in learning or development will have SEND. Difficulties may arise for a range of reasons, including gaps in prior learning, attendance, changes in circumstances or other factors. The school will therefore consider the pupil's individual circumstances, strengths and needs when determining whether they require special educational provision.

Similarly, a disability does not necessarily constitute a Special Educational Need. Where a pupil is disabled, the school will consider its duties under the Equality Act 2010, including the duty to make reasonable adjustments.

Where a pupil is identified as having SEND, the school will work in partnership with the pupil and their parents/carers to understand their needs and determine appropriate support.

The SEND register will be maintained by the SENDCo and reviewed regularly. Placement on the SEND register will be based on the pupil's identified needs and

the special educational provision required to meet those needs. Parents/carers will be informed and involved in this process.

SEND SUPPORT

Where a pupil is identified as having SEND, the school will follow a graduated approach of assess, plan, do and review.

High-quality, inclusive and adaptive teaching is the foundation of provision for all pupils. Where a pupil requires provision that is additional to or different from that ordinarily available to their peers, appropriate SEND Support will be put in place.

The nature and level of support will be determined by the pupil's individual needs rather than by a fixed threshold of attainment or a diagnosis.

Indicators that a pupil may require SEND Support can include:

- persistent difficulties in making progress despite appropriate high-quality teaching and targeted adaptations;
- significant difficulties in accessing or engaging with the curriculum;
- difficulties with communication and interaction which create barriers to learning or social participation;
- ongoing difficulties with cognition and learning;
- social, emotional or mental health needs that significantly affect access to learning, relationships or participation in school life;
- sensory or physical needs which create barriers to accessing education;
- difficulties with independence, self-regulation or executive functioning that require provision additional to that ordinarily available;
- a disability requiring reasonable adjustments and/or additional provision; or
- evidence from parents, the pupil, school staff or external professionals that additional or different provision may be required.

Where SEND Support is required, the school will:

1. Assess – develop an understanding of the pupil's strengths, needs, barriers to learning and current provision.
2. Plan – agree appropriate adaptations, interventions, support and desired outcomes with the pupil and their parents/carers.
3. Do – implement the agreed provision, ensuring that responsibility for the pupil's learning remains with the class teacher.
4. Review – evaluate the effectiveness and impact of the provision and adjust the approach as necessary.

Parents/carers and pupils will be involved throughout this process, with their views taken into account when planning and reviewing provision.

Where appropriate, the SENDCo may seek advice or support from external agencies and specialist services. This may include educational psychology, communication and interaction services, specialist teachers, speech and

language therapy, occupational therapy, health services or other relevant professionals.

External advice will be used to inform the school's understanding of the pupil's needs and to develop appropriate provision. A formal diagnosis is not required for a pupil to receive SEND Support.

REQUEST FOR AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

Where a pupil has significant and persistent special educational needs and, despite the school having taken relevant and purposeful action to identify, assess and meet those needs, it may be appropriate to consider whether an Education, Health and Care (EHC) needs assessment should be requested.

An EHC needs assessment may be requested by a parent, a young person or an educational setting, in accordance with the statutory requirements.

Before requesting an EHC needs assessment, the school will normally have evidence of the pupil's needs and the provision that has been implemented to support them. However, a pupil does not need to have exhausted every possible intervention before an EHC needs assessment can be considered where their needs indicate that such an assessment may be necessary.

Evidence considered as part of the decision-making process may include:

- the pupil's strengths, needs and barriers to learning;
- the pupil's views, wishes and aspirations;
- the views of parents/carers;
- information about the pupil's progress and attainment;
- records of adaptations, interventions and additional provision and their impact;
- SEND Support Plans and review information;
- relevant assessments and professional advice;
- information regarding attendance, behaviour and participation where relevant;
- information from health, social care or other professionals where appropriate;
- evidence of the level and type of support required to enable the pupil to access education; and
- information about the resources and provision already available within the school.

The school will work collaboratively with parents/carers, the pupil and relevant professionals when considering whether an EHC needs assessment is appropriate.

EDUCATION, HEALTH AND CARE PLAN (EHCP)

An Education, Health and Care Plan (EHCP) is a statutory plan for children and young people who have special educational needs that require provision beyond that which can reasonably be provided through ordinarily available provision and SEND Support.

An EHCP describes the child's or young person's:

- special educational needs;
- health needs related to their special educational needs or to a disability;
- social care needs where relevant;
- aspirations and desired outcomes;
- special educational provision required to meet their needs;
- health provision reasonably required to support their special educational needs or disability;
- social care provision where appropriate;
- arrangements for monitoring and reviewing the plan; and
- placement or type of educational provision.

The EHCP will identify the outcomes that are intended to be achieved and the provision required to support the pupil in making progress towards those outcomes.

The school will ensure that the provision specified in an EHCP is delivered and will work with the pupil, parents/carers, Local Authority and relevant professionals to monitor its effectiveness.

EHCPs are reviewed at least annually. Annual reviews provide an opportunity to consider the pupil's progress, whether the outcomes remain appropriate, whether the provision continues to meet their needs and whether any changes to the EHCP are required.

The pupil and their parents/carers will be fully involved in the annual review process and their views will be sought and considered.

For pupils in primary school, the school will also consider appropriate preparation for future transitions and, where relevant, the development of independence and skills that will support their longer-term outcomes.

An EHCP may continue until the end of the academic year in which a young person reaches the age of 25, where the statutory criteria continue to be met. An EHCP may cease earlier where the Local Authority determines, through the appropriate statutory process, that it is no longer necessary.

RECORDING SEND

Records are kept on all children with SEND, detailing steps taken to support them. Record files are kept by the SENDCO, also all documents and conversations are recorded on the schools cpoms system.

SEND Register

This is a file kept by the SENDCO. It indicates which children have SEND and what stage they are at. The SENDCO maintains the Register as a working document. The Register will state the following:

- Child's name
- Date of Birth
- Details of SEN
- Attendance
- Medical
- Pupil Premium
- English as an additional language

Medical Register

The head teacher maintains a copy of the Medical Register as the responsible person. Copies will be kept:

- In each Class
- On Insight
- In Breakfast/Teatime club
- In the kitchen for Dinner Staff

The records are easily accessible by first aiders. The Medical Register and health care plan may be amended throughout the year by the SENDCO following consultation with their parents. The SENDCO will remain involved should a child's medical attention present a barrier to their learning.

Pupil Files are kept up to date by the SENDCO.

Class Teachers will keep copies of signed support plans for reference and amending in their short term planning files.

Transfer of Information will be the responsibility of the SENDCO.

INVOLVING PARENTS

The SENDCo is available throughout the working week for parents to contact via email, as well as being on site for a full day each week. This information is regularly shared with parents. We also use the school website, Arbor messaging, email and the school newsletter to communicate with parents regarding SEND support and provision.

SEND Consultation Meetings

SEND Consultation meetings will be held with parents each term as an opportunity for parents to discuss any SEND issues. These appointments will be available for all parents in school – not just those with children already on the SEND register.

Sharing Support Plans

Children's Support Plans will be shared with parents termly:

Autumn term – Support Plans will be shared at Parents' Evening. Once support plans are agreed, parents will be asked to sign and a copy will be sent home and one recorded onto CPOMS, along with any parent comments.

Spring term - Support Plans will be shared at Parents' Evening. Once support plans are agreed, parents will be asked to sign and a copy will be sent home and one recorded onto CPOMS, along with any parent comments.

Summer term – Support Plans will be shared through specific SEND support plan meetings with the SENDCo. Again, a copy of the signed support plan will be uploaded to CPOMS, along with any parent comments.

Recording discussions and support plans on CPOMS allows all staff involved in the child's SEND support to have up to date information.

The school SENDCo will be responsible for checking attendance at Parents' Evenings and Summer Support Plan meetings and chasing up any parents who are unable to attend.

TRANSITION

The SENDCo will be involved in all transition visits for nursery children joining the school in Reception as well as the class teacher and Designated Teacher for Children who are Looked After. Any SEND records from nursery schools will be uploaded onto the school CPOMS system.

The SENDCo will also work alongside the Year 6 teacher to support any children who need additional transition support for their move to secondary school, for example liaising with the secondary school SENDCos, Heads of Year or parents, or arranging additional transition visits or support such as photo books/social stories.

The SENDCo will also ensure school have any relevant information for any SEND pupils transferring school within the school year, ensuring records are transferred and uploaded onto CPOMS and school staff are aware of any SEND needs for new pupils joining school.

Within school, at the end of the year, SEND transition meetings will be held with class teachers and the school SENDCo. These meetings will go through the following:

- Which children are on the SEND register.

- Specific needs of any children on the register.
- Referrals which have been made previously and any subsequent reports and recommendations.
- Any referrals school are awaiting the outcomes for.
- In class provision adaptations needed to support the child.
- Any addition transition support needed.
- Any children recorded as 'monitor' and the reasons for this.

ANNUAL REVIEWS

It is a statutory requirement for children with an EHCP to have an Annual Review. Parents/carers and other agencies, where appropriate, are invited to these. This review is in addition to the termly support plan reviews outlined above.

STAFF TRAINING

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. Particular support will be given to ECTs and other new members of staff.

POLICY EVALUATION

The implementation of this policy will be monitored by the head teacher and SENDCO. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- Progress of SEND children compared to non- SEND.
- Standards reached by pupils with SEND.
- The percentage of parents attending review meetings, including Annual Reviews.
- The number of complaints received regarding SEND provision.

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and SEND support staff work together as a team.
- The extent to which pupils are following an appropriately differentiated curriculum.

- The use of varied resources which enable pupils with SEND to make progress towards their targets.
- The ethos of the classroom and the extent to which pupils with SEND are well-cared for and supported.

September 2026

Review Date: September 2027