



South Hetton Primary School

Special Educational Needs Policy



Date Reviewed	July 2026
Next Review Date	July 2027

Definition of Special Educational Needs and Disability (SEND) taken from the Children's and Families Act 2014.

A child or young person has SEND 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 or mainstream post-16 institutions.

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.

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 coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation. The SEND Code of Practice 2014 was then further amended in January 2015 with this version being published in April of 2015.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Durham that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More details on Durham's Local Offer can be found here: <https://www.durham.gov.uk/localoffer>

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

- The Equality Act 2010 and Equality Policy
- The Accessibility Plan
- The Anti-Bullying Policy
- The Medical Needs Policy

SEND Aims of the School

South Hetton Primary School aims to provide every child with access to a broad and balanced education that is matched to their individual needs, enabling them to reach their full potential.

Objectives

- Identify and assess the needs of children with SEND as early as possible and ensure these needs are met through appropriate provision. This is achieved most effectively by gathering information from parents, education, health and care services, and early years settings prior to the child's admission to the school.
- Monitor the progress of pupils with SEND on an ongoing basis to ensure they are making good progress and reaching their full potential. Class teachers will continuously assess and review pupils' progress, enabling any emerging needs to be identified promptly.
- Make appropriate provision to overcome barriers to learning and ensure that pupils with SEND have full access to the National Curriculum. This provision will be coordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed to ensure that individual targets are met and pupils' needs continue to be addressed effectively.
- Ensure inclusive approaches to teaching and learning for all pupils through high-quality, adaptive teaching and appropriate support.
- Work in partnership with parents and carers to develop a shared understanding of their child's needs and involve them in all stages of their child's education. This includes supporting families to understand SEND processes and procedures and providing regular opportunities to discuss their child's progress.
- Seek and value the views of pupils with SEND wherever possible. We encourage positive relationships with trusted adults so that pupils feel safe to express their views about their learning and support. Pupil voice is promoted through regular discussions, reviews, and wider opportunities such as the School Council, residential visits, school productions, sports teams, and leadership roles, including Playground Leaders.
- Work collaboratively with external agencies when a pupil's needs cannot be fully met by the school alone. These agencies may include the Educational Psychology Service, Speech and Language Therapy, and the Child and Adolescent Mental Health Services (CAMHS), among others.

Special educational provision means:

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

b) For children under two, educational provision of any kind.

South Hetton Primary School aims to give children access to the National Curriculum regardless of physical, sensory, gender, gender identity, sexual orientation, age, social and cultural background, religion or ethnic group in accordance with the Equality Act 2010. All children are entitled to work in a background that meets their individual needs and develops them to their full potential.

This school has wheelchair access and disabled toilet facilities.

2. Identifying pupils with Special Educational Needs/Disability

A graduated approach:

Quality First Teaching

A teaching style that emphasises high quality, inclusive teaching for all

- a) 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.
- b) 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 difficulties. These children will fall into the category of 'Cause for Concern'.
- c) The child's class teacher will take steps to provide differentiated and adapted 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.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) 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.
- h) The child is recorded by the class teacher as being under observation due to concern and a Quality First Teach Note will be generated for use by the teaching team to support the child's individual needs. This does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add the child to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan

· Do

· Review

This is an ongoing 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. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning appropriately is an essential element in the teaching of any child but must be particularly bespoke in the teaching of children with SEND. Accurate consideration of needs and abilities enables a teacher to provide access to the National Curriculum and encourage progress.

Planning for a child on the SEND register will involve consultation between the teacher, SENDCo and parents to agree on suitable adjustments, interventions and support for the child. This may also incorporate strategies for further support and learning at home and parents will be supported by the class teacher in implementing these strategies to enhance progress and learning at home. Individual needs and strategies will be recorded and all staff working with the child will be informed of the strategies employed and outcomes sought. Targets will be based on a SMART system – Specific Measurable Achievable Realistic Timed.

Do

The class teacher retains responsibility for working with the child on a day-to-day basis and for establishing appropriate support strategies, planning and interventions to support the child's development. At South Hetton Primary School, we take pride in the skilled and valuable support provided by our teaching assistants. Teachers are encouraged to work closely with teaching assistants to plan and provide for children with SEN and assess the impact of provisions. The SENDCo is available at all times to answer queries of provision and support further assessment of the child's strengths and weaknesses, problem solving and advising on implementation of effective support. Suitable training is encouraged, and our aim

is to ensure a highly skilled teaching team, capable of ensuring integration into mainstream learning for a complex range of special educational needs and disabilities.

Review

Consistent assessment of learning and assessment for further learning will be carried out by the class teacher as an essential element of their planning and teaching structure. Formal reviews of SEND progress will be made regularly in accordance with the SEND annual calendar. The review process is vital in establishing the impact and effectiveness of strategies and provision in place. Provisions that are deemed unsuccessful will be considered and future approaches assessed. Reviews across the academic year will take into account the views of the child and the parents.

South Hetton Primary School are proud to offer a fluid SEND register. This is reviewed on a termly basis and children are added or removed to the register as appropriate.

3. Curricular Entitlement

The National Curriculum entitles all pupils to a broad, balanced curriculum.

At South Hetton Primary School we aim to:

- Set suitable learning challenges

Be inclusive in our approaches to teaching and learning

- Respond to pupil's diverse needs
- Through adaptations and differentiated learning we aim to overcome potential barriers to learning and assessment for individuals and groups of pupils.

Though our cycle of observation, assessment, planning and review, we make provision for curriculum differentiation and curricular adaptations dependent on the individual child's strengths and weaknesses. Access to the curriculum will be ensured through assessment of provision and support within the class and within the school. Every effort will be made to ensure that a child with SEND is educated alongside their peers in a mainstream environment but where difficulties arise in maintaining this, parents and staff will be consulted. Regular training will be provided to ensure staff feel competent in their approach to children with SEND.

It is the aim of South Hetton Primary School to ensure that all pupils access a broad, balanced and rich curriculum and, wherever possible, interventions are carried out within curriculum lessons.

4. Allocation of Resources

Teaching assistants play an integral role in the school and provide additional and/or bespoke support as directed by the class teacher, SENDCo or Head. Intervention sessions are in place as supplementary learning for children with SEND and for children that are considered a cause for concern and are being closely monitored. Our aim is to ensure that all children, regardless of ability, are able to access EYFS curriculum and associated goals and the National Curriculum to the best of their ability and, as much as possible, within their main classroom environment. As such, provision of resources will be continuously checked by the class teacher and the SENDCo.

5. The Educational Health and Care Plan (EHC)

If a child is identified as having lifelong or significant difficulties that hinder their developmental progress and learning, they may undergo a statutory Education, Health and Care (EHC) needs assessment.

The SEND Code of Practice (2015) states:

"The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- the child's parent
- a young person over the age of 16 but under the age of 25, and
- a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible).

In addition, anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff, or a family friend."

Where a request for an EHC needs assessment is submitted by parents or external agencies, the school will provide full support throughout the process. This includes ensuring that all relevant information and evidence regarding the child is shared with the appropriate professionals and agencies to support the assessment and inform decision-making.

An Educational Health and Care Assessment may be sought if it is felt that a child possesses such complex needs that a multi-agency approach to assessment, planning and provision is required. The application will combine information from a range of sources and must be as detailed and as honest as possible. These sources will include:

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professionals

Information will be gathered regarding actions that have been taken, outcomes of such actions, provisions and targets set and the effectiveness of current provisions in place. A decision will be made by a group of people from education, health and social care about the eligibility of the child for an EHC. This decision is not made by the school.

6. Staffing

All teachers are teachers of pupils with SEND. Providing for the Special Educational Needs of pupils is the joint responsibility of all those who work with them. Every class in the school has a number of children identified with SEND and those for whom intervention is required. The class teacher is responsible for providing appropriate targets for these children in consultation with the Teaching Assistant and SENDCo. The Teaching Assistant's role is included in-class support as well as bespoke interventions appropriate to needs.

SENDCo: Tamsin Hill

Governor with SEN Responsibility: Sandra Mason

7. SEND Assessment and Planning Process

Baseline Assessment in the Early Years will identify children who need help early and these are then targeted for extra support. On-going formal assessment, data collection, and teacher assessment is used to assess and monitor progress in all core subjects. This will identify areas of weakness and any learning difficulties. Considerable delays within learning will quickly identify a child as a Cause for Concern but may not warrant addition to the SEND register under the SEND Reform 2014. Identification of Cause for Concern children is, however, a first step towards consideration for SEND and is an integral part of quality first teaching.

Assessment and planning for children with SEND is individual for each child and is a reflection of that child's specific needs and abilities.

8. Range of Provision

Children with Special Educational Needs & Disability may need differentiated work within the curriculum or support from a Teaching Assistant. The Teaching Assistant may support an individual child during whole class work or a small group during independent work. The small group may be withdrawn during this time e.g. when the work involves discussion, role-play, action games. If a child is identified by the school as having a specific learning difficulty, outside support services may be consulted for advice and support. The school works closely with outside agencies, particularly local authority teams, to ensure effective approaches are used and provision is supportive without being discriminative. Our intent is to support whilst ensuring independence is encouraged.

9. Monitoring Pupil Progress

Through regular review processes, progress can be tracked and closely monitored. The school has access to a range of testing systems to assess the impact of intervention and to ascertain the degree of progress that a child is making. Teacher assessment will be used alongside any test results to ensure accurate tracking of progress.

Parents/carers are encouraged to see the class teacher if any problems arise. If problems arise at school, parents will be invited to meet the class teacher, SENDCO and Head Teacher to discuss and we endeavour to find solutions.

10. Record Keeping

Every child on the Special Needs and Disability Register has a file containing all relevant information and Support Plans and/or EHC's. This information is available to parents/carers. Some information cannot be shared with parents without the consent of other professionals. The Special Needs Register and Medical Register are on the school system. Each cohort has a file on the school's secure system which includes individual pupil files for all children on the SEND register, past and present. Communications from external agencies are scanned and saved within an individual pupil folder in the relevant cohort file.

Records for children on the SEND register are added to a child's individual CPOMS record.

11. Support Plans

Support Plans are used to support children on the SEND register. These are prepared in consultation with parents, the teaching team and the SENDCO. At the start and end of each academic year, time is allocated for handover between teachers to support awareness and knowledge of the children in their care. This professional dialogue enables teachers to

develop a picture of the complex needs of a child and to enhance awareness of triggers, supportive techniques and areas of particular difficulty.

Support plans detail key elements of the child's background, personal and educational, and will follow the SMART target approach to ensure adequate provision is made. Children that are identified as Cause for Concern will have a Quality First Teach Note that the teacher will discuss with parents and use as a guide to enhance provision for the child. These will then be reviewed in line with children on the SEND register to ensure close monitoring.

12. The Role of the SENDCO

The SENDCO has responsibility for the implementation of the SEND policy in conjunction with the Head Teacher and the governing body.

The SENDCO is responsible for:

- Liaising with parents
- The implementation of effective procedures for identifying children with SEND
- Overseeing the day-to-day operation of the SEND policy and coordinating provision for children with SEND
- Raising the awareness of staff about individual pupils' needs and the needs of groups of children
- Providing/planning appropriate training
- Ensuring assessment information is provided and used in planning the delivery of the curriculum
- Ensuring record systems are established and used effectively across the school
- Coordinating the use of provision
- Liaising with outside agencies
- Calling and, where appropriate, chairing meetings about individual children
- Ensure that SEND records are up to date
- Work with the head and governors on the Equality Act
- Advise on graduated approach to SEND support

13. The Role of the Governing Body

The Governing Body must:

- Do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs or disability– the school will need to identify how this is undertaken within the school. This will link in with the sections of the policy on identification, assessment and provision
- Ensure that, where the 'responsible person' (Head Teacher or the appropriate Governor) has been informed by the LA that a pupil has Special Educational Needs, those needs are made known to all those who are likely to teach them
- Ensure the teachers in the school are aware of the importance of identifying and providing for those pupils who have Special Educational Needs. This section will link into the part of the SEND Policy relating to INSET and professional development
- Consult with the LA and Governing Bodies of other schools when it seems to be necessary or desirable in the interests of coordinating special educational provision in the area as a whole. This may be particularly importance in relation to the development of Communities of Learning within County Durham
- Ensure that a pupil with Special Educational Needs or disability joins in the activities of the school; together with pupils who do not have Special Educational Needs as far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, and the efficient use of resources. Ensure inclusive approaches are adopted across all aspects of the school

- Report to parents on the implementation of the school's policy for pupils with Special Educational Needs – the policy will need to demonstrate how this is undertaken and perhaps include by which method this information is provided to parents
- Have regard to the Code of Practice when carrying out duties towards all pupils with Special Educational Needs or disability
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Parents should be involved from the outset in discussing their child's difficulties and notification of any provision being made should not come as a surprise to any parents and this should be demonstrated through the SEND Policy.

14. The Role of the Class Teacher

All teachers are teachers of children with Special Educational Needs and disabilities and their responsibilities are:

- Being aware of the school's procedures
- Working with the SENDCo to decide the action required to assist pupils
- Working with the SENDCo to collect all available information
- Working with the SENDCo to develop Support Plans
- Working with pupils with Special Educational Needs on a daily basis and delivering provision as identified in the Support Plan
- Working in partnership with parents
- Being involved in the development of this policy
- Ensuring familiarity with reports and recommendations provided for individual children by external agencies

15. The Role of the Head Teacher

The Head Teacher has responsibilities for:

- The day-to-day management of all aspects of the school including the implementation of this SEND Policy
- Informing the Governing Body about SEND issues within the school
- Working with the SENDCo and other staff to promote the SEND Policy
- Working in partnership with parents
- Monitoring the outcome of the SEND Plan and the allocation of provision.

16. In service training

All staff are encouraged to attend courses and to maintain their knowledge base to help them work with pupils with Special Educational Needs. Staff attending courses report back during staff meetings and give out relevant information/handouts.

17. Partnership with Parents

South Hetton Primary School is committed to working in partnership with parents/carers. We inform parents as soon as a child is identified with Special Educational Needs and/or disability. We feel it is vitally important that we welcome and encourage parents to participate throughout their child's educational career at this school. Parents hold key information and have a critical role to play in their child's education. Parents are provided with information about any external agencies providing support.

Sometimes a particular condition may not be evident throughout the school day and, particularly in cases such as this, it is the parent/carer who holds the key to potential diagnosis and ensuring appropriate provision is in place. At South Hetton Primary School we encourage a close relationship with parents and carers.

18. Partnership with Children

We ensure that children are included in discussions about their progress, achievements and targets to be set as appropriate. They are encouraged to contribute to annual reviews and home/school agreements.

19. Links with External Agencies

External agencies are usually consulted when a child, despite receiving support within school, needs more than the school can provide in-house. Support can include:

- CAMHS
- Learning Support Service
- Advisory and Specialist Teaching Service
- Sensory Support Service
- Speech and Language Therapy
- Occupational Therapy

20. SEND Policy Review

This policy is subject to annual review and, in each case, must be agreed upon by all key persons within the school.