King Street Primary and Pre-School

Whole School Policy for SEND

September 2026
To be reviewed September 2027

SPECIAL EDUCATIONAL NEEDS POLICY

This policy should be read in conjunction with school policies for:

- **Equality policy, statement and objectives**
- **Accessibility Plan**
- **Behaviour Policy**
- **Medical Needs Policy**
- **Teaching and Learning Policy**

1. DEFINITIONS

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 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 him or her. *(Code of Practice D.F.E. 2014)*

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

a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
b) 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.

Special educational provision which meets the needs of children and young people with SEND includes:

- High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

2. RATIONALE

King Street Primary and Pre-School is an inclusive school catering for a wide range of SEND, including pupils with:

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

These 4 broad areas of SEND are identified in the Code of Practice (2014).

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure that these children's needs are identified and appropriate support given. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met.

Aims

- To follow the guidelines set out in the SEND Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEND as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEND through school tracking systems, review meetings, lesson observations, provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEND;
- To regularly evaluate the impact of staff training and provision/intervention programs, making adaptations where required;
- To develop good relationships with parents/carers to ensure pupils with SEND are supported well both at home and at school;
- To ensure that all staff working with SEND children are clear about their roles;
- To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

3. ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole. Teachers, TA's, Subject leaders and SENDCo are all actively involved in ensuring high-quality provision.

Headteacher: Joanne Bromley
SENDCO: Jenny Kane
Designated Governors: Kate Luther

Governing Body

The governing body will have the following responsibilities. They will:

- Have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher

- Publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.
- Ensure that there is a qualified teacher designated as SENDCO.
- Cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Headteacher
The head teacher will have the following responsibilities. They will:

- Take overall responsibility for implementing the Code of Practice.
- Ensure that the SENDCO is able to influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEND.

The Special Educational Needs Co-ordinator (SENDCO)
The role of the SENDCOs includes:

- oversee day-to-day operation of school's SEND policy;
- coordinating provision for children with SEND;
- liaise with designated teacher where a Looked after Child has SEND;
- advise on graduated approach to SEND Support;
- advise on use of delegated budget/ other resources;
- liaise with parents of children with SEND;
- maintain links with other education settings and outside agencies;
- liaise with potential next providers of education;
- work with the Head and governors on Equality Act; and
- ensure that SEND records are up to date.

Class Teachers
Class teachers have the following responsibility to:

- Focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.

- Be responsible for meeting special educational needs: Use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help them reach their targets.
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

SEND Support Staff

Class teachers work with SEND support staff to plan effective provision for pupils with SEND. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- Higher Level Teaching Assistants (HLTAs), Teaching Assistants (TAs) and SEN TAs are part of the whole school approach to SEND working in partnership with the class teacher and the SENDCO to deliver high quality provision which will narrow the gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents in the context of high-quality teaching overall.
- HLTAs, TAs and SEN TAs can be part of a package of support for the individual child but are never a substitute for the teacher's involvement with that child.

4. IDENTIFICATION

At King Street Primary and Pre-School, we aim to identify SEND as early as possible. It is important that there is early identification, assessment and provision for any child who may have SEND since the earlier action is taken, the more responsive the child is likely to be, and the more readily an intervention can be made. Identification may come as a result of the following methods of assessment:

- **Prior to admission –** Parents are asked to supply us with certain information when they put their child's name down for the Nursery or school. They are asked to include details of any difficulties in their child's development.
- **In Nursery –** The details given at the time of application for a nursery place are all checked on admission, amendments made and supplementary information noted.
- **On entering school-** this is continued into Reception and progress against the Early Learning Goals are recorded and reported at the end of the year.

Through their discussions, observations, assessments and data analysis, the SENDCO, class teachers, key workers and support staff will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENDCOs or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEND, they will be placed on the SEND register as receiving school support.

SEND Support

When a class teacher or the SENDCO identify a child with Special Educational Needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual adapted curriculum. The triggers for SEND support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has Sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If a child has School support, the SENDCO may refer the child to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.

Referral for Top Up Funding or an Education, Health and Care Needs Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a child, or the child has not made expected progress, the school may consider applying for Top Up Funding from the Local Authority. In addition to this, the SENDCo or parents could consider requesting an Education, Health and Care Needs Assessment.

To inform these decisions, the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.

Parents or school are the only partners who can request an Education, Health and Care Needs Assessment.

Top Up Funding

The support and intervention in place for a pupil with Top-Up Funding will continued to be monitored through provision maps and termly SEN support plans. This funding is allocated each year that the pupil remains in our setting. It is the SENDCO's responsibility to complete annual paperwork for the Local Authority detailing how the funding is being used and the impact it is having on the individual pupil's progress.

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupil's special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met. These short-term targets will form part of their termly SEN Support Plans.

5. PROVISION/INTERVENTION

There is a range of intervention programmes and provision that may be put into place for a child with Special Educational Needs at our school. These include:

- A fully adapted curriculum for individual children's needs
- Small group provisions for children who find the whole class environment overwhelming or need a bespoke curriculum offer
- Special equipment and resources
- Speech and language programmes provided by NHS speech therapists
- Literacy programmes such as Rapid Phonics
- Maths interventions to develop basic skills
- Social skills sessions
- Social, emotional mental health (SEMH) support from our SEMH Lead
- Sensory equipment and decompression time built into day for individuals
- Fine and gross motor skills
- Adult support either in small groups, 1:2 or 1:1 where required.
- Recommendations put in place from other agencies such as Physiotherapy, Speech Therapy, Occupational Therapy and Durham County Council's SEND support services.

In consultation with staff, parents and pupils, the SENDCO chooses the appropriate provision/intervention programme for each child. The SENDCO ensures that all children with SEND are catered for effectively. Using data analysis, lesson/session observations, learning walks and pupil, staff and parent feedback, the SENDCO evaluates the impact of provision/intervention programmes half termly / termly, including value for money in relation to the SEND budget. Wherever possible, these interventions and provisions happen within the classroom so the children aren't being withdrawn from their lessons.

6. RESOURCE ALLOCATION

The Local Authority (LA) provides the school with a budget towards meeting pupils' SEND. The school also usually needs to allocate additional funding from the main school budget to SEND.

The school spends this money on:

- SENDCO non-contact time;
- SEND support staff salaries;
- Training for all teachers and teaching assistants so they can meet pupil's needs more effectively;
- Special resources and equipment.

The details of how individual pupils receive support are recorded on their provision maps and support plans.

7. RECORDING SEND

Records are kept on all children with SEND, detailing steps taken to support them. Record files are kept by the SENDCO and class teachers. All staff keep termly support plans which are personalised to each child and these are regularly reviewed and updated and can be shared with parents and outside agencies. All details relating to SEND are kept securely in locked cupboards/filling cabinets or encrypted memory sticks.

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 SEND;
- Involvement of outside agencies;

Medical Register

The Headteacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in designated first aid files, kept in each classroom next to the locked medicine cupboard. The Medical Register may be amended throughout the year by the class teacher following consultation with the Headteacher. The SENDCO will become involved should a child's medical attention present a barrier to their learning.

Pupil Files are kept up to date by the SENDCO and copies are held by the class teacher for use with planning, strategies and resources. Class Teachers will keep copies of each support plan and share these with all members of staff working with those children.

Class teachers- Class teachers have access to identification and strategies resources which helps promote early identification of need and aims to provide specific intervention based on the level and area of need and also signposts to other agencies that may offer support. Advice and strategies from this file can also be given to parents to help support their child at home.

Transfer of Information will be the responsibility of the SENDCO

8. ASSESSMENT AND MONITORING PROGRESS

The progress of children with SEND is monitored in a number of ways. These include:

- Reviewing of support plan targets at review meetings with parents
- Progress meetings between SLT and class teachers (termly)
- Half termly / termly class assessments;
- School tracking systems
- Observations by SENDCo
- Discussions between staff and SENDCo
- Pupil discussions
- Looking at the work of the child in books and recorded on Tapestry.

Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or betters the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Allows children to feel happy and secure within their environment and reduce any negative impact upon their Emotional and Mental Health.

For some children, PIVATS assessments are used to track their small steps of progress, identify next times and areas in which they need more support.

9. ANNUAL REVIEWS

It is a statutory requirement for children with an EHCP to have an Annual Review. At King Street Primary and Pre-School, we hold annual reviews for children with an EHCP. Children with an EHCP will have at least one formal review each year. Parents/carers and other agencies, where appropriate, are invited to these.

SEN SUPPORT PLAN REVIEWS

All children on the SEND register (with an EHCP or on SEND Support) have 3 formal reviews, 1 per term. These take place in October, February and May. During these reviews, staff and parents/carers discuss the progress made towards the outcomes on the support plan, share any areas of concern and agree on outcomes for their new support plan. Staff will share the provision that will be in place in school to support the child to achieve their outcomes and suggest ideas on how parents /carers can support their child at home.

10. 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 and other new members of staff.

The SENDCO coordinates training requirements for individuals, groups of staff or whole staff training throughout the year. This will be provided by members of staff or external agencies.

11. PARENT PARTNERSHIP

At King Street Primary and Pre-School, we place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We have an open-door policy and staff are always available on the playground at the beginning and end of the school day to discuss any concerns. We aim to reassure parents/carers and clarify issues/information for them throughout the SEND process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

12. PUPIL INVOLVEMENT

It is important that children with SEND are aware of their targets and the additional support that is being put in place for them and why. We ensure that children are given regular feedback about their progress and are also given the opportunity to give their opinions about the progress they are making and the provision/intervention they receive. Where appropriate, we encourage children to help to set new targets for themselves. Children with SEND support are offered regular review meetings with their parents during parents evening. Children with an EHCP are invited to the annual reviews held by the SENDCo and can also attend the review meetings at parents' evenings.

13. LINKS WITH OTHER SCHOOLS

Strong links with other schools allows us to share information effectively and results in a smoother transition for children with SEND and their parents/carers. We also maintain strong links with special schools to access training opportunities and seek advice relating to specialist SEND areas. The SENDCOs and Headteachers attend COL meetings and SENDCO network meetings to meet with other SENDCOs from nearby mainstream schools in order to share expertise and keep up to date with new and current issues.

14. LINKS WITH OTHER AGENCIES

We have very strong links with a wide range of external agencies and services, providing a wealth of expertise for our children with SEND. These include:

- NHS Speech and Language Therapy
- Educational Psychology Service
- NHS Occupational Therapy
- Physiotherapy
- Cognition and Learning Team
- Autism and Social Communication team
- The Emotional Wellbeing and Effective Learning Service (EWEL)
- Deaf and hearing support service
- Specialist Support Services for children with Physical Disabilities
- Children and Adolescent Mental Health Service (CAMHS)
- SEND Information and Support Service (SENDIASS)
- Health, including School Nurse and Health Visitors
- Social Services
- One Point services
- Family Workers

15. POLICY EVALUATION

The implementation of this policy will be monitored by the Headteacher 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 adapted curriculum using appropriate strategies and resources.
- 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.

Date of Implementation: September 2026

Date of Review: September 2027