

SEND Policy

2025-26



Newbrough and Wark C of E Primary Schools

‘Growing Well’ in order that all its children and adults are able to flourish. Our distinctive Christian vision, established and promoted by leadership at all levels, is rooted in Jesus’s parable of the mustard seed in Matthew 13.31-32.

"Just as the mustard seed grows into a tree offering shelter for all, our vision of ‘Growing Well’ guides our commitment to inclusion, ensuring every child with SEND is supported to learn, belong and thrive."



DND Learning Trust Vision Statement

"Every child matters and no child is ever left behind..." "Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of God belongs."

Luke 18:15-17

Date reviewed: September 2025

Date ratified by the Academy council:

Special Educational Needs and Disabilities Policy

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”

NASEN: Mission Statement*

(*National Association for Special Educational Needs)

1.Introduction

1.1 This policy outlines the nature and management of Special Educational Needs at Newbrough and Wark C of E Primary Schools.

1.2 It reflects the consensus of opinion of the whole teaching staff.

1.3 The implementation of this policy is the responsibility of the Headteacher and all teaching and classroom support staff.

2. Objectives

2.1 The objective of the Special Educational Needs Policy is to improve the learning and raise the achievement of pupils with special educational needs.

2.2 Newbrough and Wark C of E Primary Schools seek to develop an inclusive curriculum by:

- Setting suitable learning challenges for all pupils
- Responding to pupils’ diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

2.3 Every pupil is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community.

2.4 The Special Educational Needs and Disabilities Policy 2014 states that a child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

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

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

2.5 Reference is made to the Special Educational Needs Code of Practice (2014) and the SEN Toolkit for all SEN procedures and action taken in school. Reference is also made to Implement the Disability Act in Schools and Early Years Settings (2006), Removing Barriers to Achievement (2004) and Equality Act (2010).

2.6 Most children with SEN will not be disabled under the terms of the Disability Discrimination Act 1995 which describes a disabled person as one who has a physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day-to-day activities. A significant proportion of those who are disabled will have SEN.

2.7 Our policy aims to meet these difficulties by:

- Identifying pupils with SEN
- Involving pupils in their own target setting and review processes
- Enabling all staff to meet identified pupil needs
- Making the curriculum accessible to all pupils through recognising the need for adaptation and employing a range of teaching and learning styles
- Working closely with parents and outside agencies
- Catering mainly for SEN pupils in the mainstream class, but recognising that some pupils may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom

3. The School's Provision for Special Educational Needs

3.1 The Special Educational Needs and Disability Co-ordinator (SENDCO) is **Mrs Fiona McKay (Wark), Miss Amy Harris (Newbrough).**

3.2 The ***SENDCO*** is responsible for:

- Writing and reviewing the SEN policy
- Overseeing the day to day implementation of the SEN policy and resources
- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves
- Maintaining the SEN register
- Maintaining all SEN records, including the individual pupil files
- Co-ordinating provision for pupils with SEN
- Setting up and monitoring in-class support and intervention programmes
- Organising the review of Individual Education Plans
- Completing annual reviews of statements of Special Educational Needs
- Liaising with parents, outside agencies and other schools
- Administering submissions for special arrangements for statutory testing
- Managing and contributing to professional development of colleagues in areas of SEND support, including NQTs and students
- Advising on all aspects of adaptation of teaching and learning styles and resourcing
- Advising staff on pertinent SEND issues
- Liaising regularly with the SEND Academy Councilor
- Applying for statutory assessment
- Liaise with outside agencies, providing a link with agencies, class teachers and parents.

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- Liaising regularly with the Academy Council, through the Strategic Policy and Direction Committee.

3.3 *Class teachers* are responsible for:

- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENDCO for advice and support (also part of the monitoring role of subject leaders)
- Completing a SEND Referral Form if they have concerns about a particular child
- Keeping their SEND class portrait up to date
- Assessing all pupils in reading, writing and maths every twelve weeks as part of 'data in' collection
- Adapting activities for all pupils, including more or less able children
- Planning, implementing and reviewing Pupil Support Plans (PSP) and Pupil Profile (PP) alongside the SENDCO based on quality first teaching.
- Managing teaching assistants in their classrooms on a day to day basis
- Meeting with parents and outside agencies when appropriate

3.4 *Teaching assistants* will support the teacher and pupil by:

- Supporting an individual pupil or a group of pupils' to access and make progress in the curriculum
- Implementing activities designed to achieve targets on PSPs
- Encouraging and promoting pupil independence
- Liaising with teachers and the SENDCO, giving feedback and suggesting development
- Working with individual or groups of pupils
- Carrying out specific intervention teaching programmes
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate

3.5 The *Academy Council* will ensure that:

- The success of the implementation of SEN policy and quality of SEN provision is monitored through regular planning with SEN Academy Councilor and Standards Committee
- They have regard to the requirements of the SEN Code of Practice (2014)
- The Academy Councilor with responsibility for SEN is appointed. This is currently **Mrs Esther Brown**

3.6 SEND Pupils are taught in mixed ability and mixed aged classes. Their progress, along with other pupils, is tracked every 6 weeks.

Pupils are taught in mixed ability/year groups of up to 30 children.

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Early action is encouraged for pupils who need further consolidation or support prior to placement on the SEN 'register'. These programmes are managed through the annual provision map and discussed at termly pupil progress meetings.

3.7 The SEND Register is updated at least three times per year.

3.8 Pupils on the SEN 'register' may receive extra support in a group or as an individual. If an individual pupil receives one-to-one support through Educational Health Care Plans provision, there may be occasions when that child is helped through group support as part of his/her learning programme.

3.9 Where a pupil's needs require more than the normal adapted planning and delivery in class, an PSP or PP will be drawn up, which sets out individual targets for the child in identified areas of the curriculum.

3.10 All pupils who are on the SEND register have an PSP and/or PP, all of which are reviewed three times per year.

3.11 PSPs work from a positive starting point of what the pupil is able to do, and will have 'SMART' targets (Specific, Measurable, Achievable, Relevant, Time-bound) aimed at small, achievable steps built into it to ensure success. The PP captures all the important information about a young person under three simple headings: what we like and admire about ___, what is important to ___ and how we support ___.

3.12 Arrangements are made for pupils with SEND who qualify for support when taking statutory tests. These may include a reader, extra time and help with recording, in line with national access arrangements.

3.13 Once pupils have been identified as needing additional support, the Graduated Response (Assess, Plan, Do, Review), as set out in the Code of Practice (2014), is put in place.

3.14 There is a SEN base in the school and pupil records are stored there.

3.15 When children leave the school, all SEN records are sent on to the new school. The SENDCO makes contact with the receiving school's SENDCO to ensure continuity of support. Wherever possible it is recommended that both these be done within 3 weeks of the child starting at the school.

3.16 The SEN register is updated each term (12 weeks) by the SENDCO, after discussion with class teachers, and distributed to all teachers and teaching assistants. Parents are invited in before children are placed on the SEN register so that they are fully informed.

3.17 Any child causing concerns that do not require further intervention at the time is placed on the pre-SEN list on the register ("Children causing concern"). This also lists children who were formerly on the SEN register, and those receiving booster support but not on the SEN register.

4. Identification and Assessment

4.1 Pupils are assessed on entry to the school through the normal testing procedures. If their needs have been identified on transfer, liaison will be made with the appropriate agencies.

4.2 The class files include the SEN groups and assessment data for entry and exit of interventions.

4.3 If a teacher identifies a child who needs additional support, individual targets will be drawn up on a PSP or PP. All support put in place involves parents, the SENDCO, relevant teachers and Teaching Assistants.

4.4 PSPs and PPs are reviewed in accordance with the SEN Code of Practice with teachers, teaching assistants, parents and – where appropriate - the child.

4.5 Once a child has completed 3 cycles of quality first teaching on the PSP/PP and the teacher feels additional support is required from an outside agency, the child will be placed onto the SEN register.

4.6 Parents are involved prior to placement on the SEN register so all procedures can be explained, and agreement reached regarding future support. Parents are regularly updated on their child's progress, and involved in supporting the child at home with individual targets.

4.7 Newbrough and Wark Primary schools are committed to partnership working when providing for children with Special Educational Needs. The school will communicate and agree policies and protocols that ensure that there is a 'seamless' service between different agencies. The school will work supportively and in partnership with parents and their children to ensure that everyone involved understands the nature of specific learning difficulties thus leading to a better quality of provision.

4.8 If a child is recommended for statutory assessment as a result of a School Support review meeting, the SENDCO completes the Educational Health Care (EHCP) plan documentation and submits it to SEND services, Northumberland. If a decision is made to instigate statutory assessment, the above support in school continues, and a Multi-Agency Meeting (MAM) takes place in line with current legislation.

4.9 A pupil with an EHCP for SEN usually has one-to-one support, with outside agency and parental involvement as before. Funding for this comes from the LEA and is put into the main school budget to be used to supplement existing support (not to replace it).

Other SEN funding comes from top-up funding which will be applied for and awarded yearly in special circumstances.

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4.10 Pupils are encouraged to be involved in the process of identifying targets, devising support and reviewing progress. Pupils with statements/Educational Health Care Plans are invited to attend their annual reviews.

11. Triggers for SEN concerns may include:

- Behavioural difficulties
- Clumsiness/lack of coordination
- Communication problems
- Lack of progress in acquiring literacy or numeracy skills
- Delayed physical development
- Difficulties with following instructions, or sequencing events or tasks
- Lethargy
- Low self esteem
- Marked high ability in numeracy, literacy or reasoning
- Obsessive behaviour/nervous tics/habits
- Poor gross or fine motor control
- Poor listening and attention skills
- Poor short term memory
- Short concentration and high level of distractibility
- Speech and language difficulties
- Toileting problems
- Visual or hearing problems
- Withdrawn or isolated behaviour/Over-anxiety
- Family problems – family break ups, bereavement
- Attendance problems
- Child protection issues
- Neglected appearance

4.12 Contact is made with the school nurse or community doctor if any medical issue arises. This is always carried out with parental consent. More complex medical/behavioural concerns may be referred by school or the child's GP to the Child and Young Persons Service (CYPS).

4.13 Inclusive practice is encouraged at all times and the school is always looking at ways of removing barriers to learning. The school is ramped and has disabled toilet facilities. In line with current recommendations, the school has drawn up an Access Plan, which contains short and long term targets to ensure full provision for all pupils, regardless of SEN and/or disability.

4.14 The SENDCO will ensure a range of standardised assessments are completed with individual children when necessary. For further information of appropriate test materials, advice will be sought from the Educational Psychologist and other appropriate outside agencies.

4.15 Regular updates on SEN are given to the Curriculum Committee of the Academy Council.

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4.16 Discussions on concerns about SEN pupils are regularly on the agendas for teaching assistants' and lunchtime supervisors' meetings.

4.17 A Welfare Log (CPOMS) is kept where concerns about any child may be recorded by all members of staff. This is monitored by the Head teacher.

4.18 When pupils leave the school, all SEN records are sent on to the new school. The SENDCO makes contact with the receiving school's SENDCO to ensure continuity of support.

4.19 Newbrough and Wark C of E Primary Schools are aware that any child admitted to the Early Years class might have unidentified special educational needs. The same applies to children who transfer from one school to another during the primary phase. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. At the heart of the work of the school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment in specific subjects fall significantly outside the expected range may have special educational needs. It is recognised that some difficulties in learning may be caused or exacerbated by the school's learning environment or adult/child relationships. This means we look carefully at classroom organisation, teaching resources, teaching styles and adaptations so that each child is enabled to learn effectively.

5. Admission Arrangements

Newbrough and Wark C of E Primary Schools will admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs, but without statements or an EHC plan, will be treated as fairly as all other applicants for admission. Such children will be considered as part of the normal admissions procedures..

6. Complaints

Any complaints with regards to the provision of Special Educational Needs will be dealt with through the School Complaints Procedure. See Complaints Procedure Policy.

7. Review

The head teacher and teaching staff will review this policy in January 2025. Any amendments will be presented to the Academy Council for approval.

Name: Fiona McKay

SENDCO

Chair of Academy Council