



Special Educational Needs & Disabilities Policy

Completed by: Mrs D Martin

Date Implemented: September 2025

Review date: September 2026

Stanley Crook Primary School

Special Educational Needs and Disability (SEND) Policy

2025-26

Stanley Crook Primary School is committed to improving school provision for all children, including those with SEND. **This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice 2015 (updated 2020) together with the Equality Act 2010.**

The SEND team at Stanley Crook Primary School

Inquiries about an individual child's progress should be addressed at first to their class teacher, since they are the person who works closely with the child. Other enquiries can be addressed to:

Mrs Danni Martin - SENCo

Please make an appointment via the school office if you wish to speak to your child's class teacher or Mrs Martin.

Headlines from the 2015 Code of Practice (updates 2020)

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children with the most significant needs from birth to 25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs and Disability Support' (SENDS). All children are closely monitored, and their progress tracked each term through SEND Support Plans. Those at SENDS are additionally tracked by the SENCo.
- There are four broad categories of SEND:
 - o communication and interaction
 - o cognition and learning
 - o social, emotional and mental health

- o o physical and Sensory.

At Stanley Crook Primary, we have children with needs in all categories of SEND.

- We work closely with parents and children to ensure that planned support takes into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we may implement specific interventions to target particular skills depending on the needs of the child/ren.
- We have high expectations of all of our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

Defining SEND

The 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

(Taken from 2015 SEN Code of Practice: 0 to 25 Years - Introduction xiii and xiv)

Objectives

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for children with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the best of their ability;

- To enable all children to participate in lessons fully and effectively;
- To value and encourage the contribution of all children to the wider life of the school;
- To work in partnership with parents/carers;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
- To work closely with external support agencies, where appropriate, to support the need of individual children;
- To ensure that all staff have access to high quality training and advice to support quality first teaching and learning for all children;
- To ensure that parents/carers are regularly signposted to training/information sessions and support available via the Durham Local Offer.

Identifying children at SENDS (SEND Support)

The progress of every child is monitored through regular formative and summative assessment. Comprehensive assessment reviews are carried out **every term**. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENCo and a plan of action is agreed. This may be recorded on a First Note. Parents will be made aware that there is a plan of additional support in place.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. Often, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at 'school support' on our SEND register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses and cannot advise whether a child has/does not have a specific need or condition, such as autism or dyslexia. Parents are advised to contact their GP if they think their child may have ASD, ADHD or any other disability.

Working with Parents and Children

We strive to have positive and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- let them know that their child needs a SEND support plan
- discuss assessments that have been completed and agree any referrals to specialist services for further advice, e.g., CAMHS, Speech & Language therapy.
- agree a plan and provision for the next term through the 'SEND Support Plan'.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' as required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Via the SEND Support Plan, records are kept of these meetings and copies are available to parents.

Parents are invited to a meeting, either in person or via telephone, each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress towards the outcomes on their SEND Support Plan.

Children at SENDS (SEND support)

A SEND Support Plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated throughout the year if needs change or to reflect advice received from specialists such as Educational Psychology or Speech & Language Therapy. The plan records specific and challenging outcomes for the child to achieve

in a year, together with the personalised provision and any targeted intervention put in place to enable the child to achieve these outcomes.

Moving to an EHCP (Education, Health and Care Plan)

Education, Health and Care Plans support children with the most significant and complex needs. If a child is struggling to make progress, in spite of high quality, targeted support at SEND support, we may request an Education, Health and Care Assessment (EHCA). Generally, we apply for an EHCA if:

- The child is Looked After, or previously Looked After, and therefore additionally vulnerable
- The child has a need or disability which is lifelong and which means that they will always need a high level of support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may, at some point, benefit from special school provision.

Children who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g., of ASD, ADHD, anxiety or dyslexia) **does not mean that a child needs an EHC Plan.**

If, following assessment, the Local Authority agree that an EHCP is needed, a SEND caseworker will produce a draft copy of the plan based on advice and recommendations from professionals working with the child. This then needs to be agreed by school and parents before the final copy of the EHCP is distributed.

Teaching and Learning

We believe that children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, **OUR FOCUS IS ON OUTCOMES.** We aim to put in sufficient support to enable the child to reach their challenging targets but without developing a learned dependence on an adult. The Local Authority stipulate that 1:1 support should make up a small part of a support offer, usually relating to personal or intimate care.

The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order to select the intervention which is best matched to the child.

Targets for children at SEND are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- Interventions are planned in blocks depending on the needs of the child. Interventions may be delivered by an external specialist, such as a Speech & Language practitioner or Occupational Therapist.
- At the end of each block, children's progress towards their targets is assessed and recorded in preparation for the review of the SEND Support Plan.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo monitors interventions to identify 'what works'.

Adaptations to the Curriculum, Teaching and Learning Environment

Stanley Crook Primary School is disability friendly. The school is one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with dyslexia, dyspraxia, ASD etc while keeping them in class with their peers. This is good practice to support all children but is vital for those who particularly need it. All of our children access the National Curriculum, and we recognise achievement and expertise in all curriculum areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources or assistive technology.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we adapt to meet the physical and learning needs of our children. Class trips and residential visits are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. Staff will work closely with parents to ensure that needs can be met away from the school site.

Staff Expertise

All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and regular training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or Local Authority courses, high quality training from external providers or guidance towards useful websites or online training.

All TA/HLTAs have Speech and Language training which helps them to support children with communication difficulties. HLTAs have expertise and training in other areas or specific interventions, such as Precision Teaching. All TAs and HLTAs work with children with SEN and disabilities.

The school is able to buy-in additional expertise from the local authority for children with the most significant & complex needs, in agreement with the Headteacher. This includes access to Educational Psychologists and Specialist Advisory Teachers from a range of teams, such as Cognition & Learning, Autism & Social Communication Team or the Emotional Wellbeing and Effective Learning team.

Children with social, emotional and mental health needs

Behaviour is not classified as a special educational need. If a child shows consistent challenging behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we can refer to the Emotional Health & Resilience team to support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs, the school offers a range of social skills or therapeutic

interventions. These are generally delivered by trained TAs/HLTAs who develop strong, trusting relationships with the children. For some children, we may seek support from the Emotional Health & Resilience team or CAMHS.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, including towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Social Stories

Enhanced transition arrangements are tailored to meet individual needs.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015 (updated 2020).

The Governor with particular responsibility for SEND is Ms Leanne Robinson.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Durham's Local Offer

What information is included in the Local Offer?

As well as statutory entitlements, it includes what is available in the County Durham area during a child's early years, schooling and college and other services including health, social care, training, employment and independent living. It includes:

- education, health and care provision
- arrangements for identifying and assessing children and young people with SEN
- how services can be accessed (including eligibility criteria) and how decisions are made
- arrangements for supporting children and young people move between school phases
- services to support young people in preparing for adulthood and independence
- leisure activities
- arrangements for disagreement resolution, complaints, mediation and appealing to the SEN Tribunal
- sources of support, advice and information

Further information can be found here: <https://www.durham.gov.uk/localoffer>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed:

Chair of Governors

Date:

Review Date: September 2026



SCHOOL
MEMBER

