



Springwell Village
Primary School

Special Educational Needs and Disabilities (SEND) Policy

Approved: Summer 2025

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1. Introduction

The Board of Trustees, the Chief Executive Officer (CEO) and Head Teacher have overall responsibility for the school's Special Education Needs and Disabilities Policy.

The school's SENDCo is Mrs Gill

The Governor responsible for SEND is Mrs K MacKay

The day-to-day implementation of this policy falls to the staff in the school.

The SENDCo and link governor ensure that the Special Educational Needs Policy works within the guidelines and inclusion policies of the following:

- The Code of Practice 0-25 2014 (updated September 2024)
- The Special Educational Needs and Disabilities Regulation 2014 (Amendment 2024)
- Sunderland Authority documentation: Together for Children (Supporting Children and Young People who have Special Education Needs and Disabilities (SEND) age 0-25 - the Local Offer
- Children and Families Act 2014
- Equality Act 2010 (including amendment regulations 2023)
- Statutory Guidance on Supporting Pupils with Medical Conditions
- Inclusion Policy
- Accessibility Policy and Plan
- Equality Plan and Action Plan

This policy should be read in conjunction with other school policies and national guidelines to include child protection and safeguarding, admissions, complaints, behaviour, attendance and punctuation, single equality scheme, teachers' standards and the National Curriculum of England etc.

2. Aims and Objectives

Our SEND Policy and Information Report aims to set out how our school will:

- Support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The aims of this policy and practice at Springwell Village Primary School are:

- To make reasonable adjustments to ensure equal access to the environment and the curriculum
- To ensure that Special Education Needs or Disabilities are identified, assessed, planned for, delivered and reviewed

- To ensure that children with SEND engage in all activities of school life alongside pupils who do not have SEND
- To identify roles and responsibilities of staff when providing for the needs of children with SEND.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet their medical needs
- To work in cooperative and productive partnership with Together for Children and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

3. Inclusion

In line with the aims of our Inclusion Policy, all children have the right of access to the environment and curriculum, taking account of any specific individual needs, including SEMH (social, emotional and mental health).

School staff respond to individual needs by:

- At Ranges 1 and 2 we will provide support for children through quality first teaching, differentiation, in class support and interventions
- All children on the SEND register at Range 3 or above, will also have an outcome-based support plan identifying specific needs and how they will be addressed
- Planning to develop understanding through a variety of experiences
- Planning for full participation in all areas of learning, in physical and practical activities
- Supporting children to manage their behaviour and take part in learning effectively and safely
- Supporting children to manage their emotions, including trauma and stress and thus take an active role in their learning
- Involving appropriate professionals to offer advice and support as necessary
- Talking to children, listening to their views and taking account of pupil voice
- Involving parents in discussing the needs of their children and through the review system

(Refer to the Inclusion Policy for further information)

4. Definitions

At Springwell Village Primary School, we use the definition for SEN and for disability from the SEND Code of Practice (2014, Jan 2015). This states that:
(p15-16)

SEN:

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her, a learning difficulty or disability that means that they have a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is:

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

In line with the Code of Practice, children’s needs will be identified in relation to 4 broad areas of need. Within Sunderland these are divided further into Ranges from Range 1 up to Range 7.

To access further information about the SEND Ranges please visit the link below.
<https://www.togetherforchildren.org.uk/children-with-SEN>

Communication and Interaction

Communication and interaction (CI) can be sub-divided into two specific areas of need, speech, language and communication needs (SLCN) and autistic spectrum disorder (ASD). Children with SLCN have difficulty communicating with others. It may be that they have difficulty understanding what is being said, conveying what they want to say or lack an understanding of the conventions of communication. Children with ASF, including Asperger’s Syndrome and Autism are likely to have difficulties with social interaction. They may also have needs relating to language and communication which can impact on their interaction with others.

Cognition and Learning

Children may experience general or specific learning difficulties which require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and ASD. If a child is working two years or more below that of their peers in reading, writing and maths, they may be identified as having general learning difficulties. Children may also be identified as having a specific learning difficulty such as dyslexia, dyscalculia, dysgraphia and dysparaxia.

Social Emotional and Mental Health

Children may struggle to form healthy strong relationships, express their emotions or have the capacity to manage their emotions independently. This could result in them being withdrawn, isolated, disruptive or over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

Sensory and/or Physical Difficulties (including medical needs)

Children may have sensory issues, profound and permanent deafness, blindness or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be registered on the school's SEND register.

A child may have medical needs which require the support of an occupational therapist (OT) and physiotherapist to achieve more successful outcomes.

5. Support

Provision for children with SEND will relate directly to the needs of the individual child. In terms of curriculum provision, it will follow a graduated response, which draws upon the 4-part cycle of assess, plan do and review.

Needs of pupil are addressed through:

- Quality First Teaching
- Target support and intervention in school – support that is additional and different (Ranges 1 and 2)
- Support from Phase Leaders at Ranges 1 and 2
- Support from school SENDCo
- SEND support for those at Range 3 and above - a support plan will detail the extra and different support and provision they receive and be outcome based
- Referral to other agencies for specialist advice and support

- If a child has significant and persistent needs and is working at Range 4 or above, then a referral for an Education Health and Care Plan (EHCP), may be considered

6. Roles and Responsibilities

The Head Teacher

The Head Teacher is responsible for ensuring that the school adheres to statutory guidance as detailed in the SEND regulations 2014 and the SEND Code of practice (updated 2015).

The Board of Trustees and Local Governing Body

- Ensure that there is a qualified teacher designated as SENDCo within the school
- Appoint a link governor to work with and support the SENDCo in the administration of this policy, they must report annually on the success of the school's policy and ensure all parties are aware of the importance of provision for children with SEND
- Ensure and approve the admission of children with special education needs and disabilities in line with the schools agreed aims and procedures and national requirements
- The SENDCo reports annually to the Local Governing Body

The Role of the SENDCo

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinate and manage provision for additional support
- Contribute to and manage records relating to SEND
- Contribute to, and manage school-based assessments and complete documentation required by Together for Children and other agencies
- Act as a link with parents and other professionals
- Ensure all data kept on children is stored in line with national data protection legislation.
- Ensure sensitive information regarding children and families is treated with confidentiality and may be made available on a need to know basis only
- Monitor and evaluate SEND provision and report to the Local Governing Body
- Manage a range of resources, human and material, linked to supporting children with SEND
- Support Staff when required in the writing and evaluation of SEND
- Ensure that a SEND action plan is in place
- Deliver training as required
- Keep up to date with national and local documentation related to SEND
- The SENDCo will take the lead on applying for EHCPs. EHCPs will be evaluated termly with the class teacher and SENDCo
- The SENDCo will review EHCPs annually with the support of the class teacher, parents and relevant outside agencies, in line with requirements from Sunderland Together for Children

The Role of the Phase Leader

- Taking the lead on giving advice and support to class teachers and teaching assistants working with pupils at Ranges 1 and 2 in their phase
- Seek advice from the SENDCo to support specific individuals
- Coordinate and manage provision for additional support and intervention
- Ensure that the provision and support for pupils at Ranges 1 and 2 is appropriate
- Monitor and evaluate provision for SEND pupils in their phase
- Ensure that timescales for meeting SEND deadlines are met
- Keep up to date with national and local documentation related to SEND

The Role of the Class Teacher

The SEN Code of Practice clearly acknowledges the important role fulfilled by the class teacher, he /she is responsible and accountable for all pupils including those with SEND. Teachers will follow the graduated response when identifying needs of pupils and make reasonable adjustments to support them in their learning. If difficulties continue then the SENDCo will become involved.

- Follow school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- It is the responsibility of the class teacher to plan for the inclusion of all children in their care with any identified special needs or disabilities supported by the SENDCo
- Personal learning plans and profiles should be produced using information from assessments, outside agencies, parents and the pupil and shared with the parent/carer
- Class teachers have the responsibility to keep all PLPs and information relating to pupils on the SEND register up to date
- Teachers must ensure that parents and carer are fully aware of concerns
- Teachers must keep parents informed of their children's needs and are regarded as paramount in the supporting their child's progress
- Teachers should ensure that the classroom organisation is planned to maximise learning opportunities and increase opportunities to access the curriculum
- Teachers should follow the procedures in this policy and liaise with the SENDCo for advice and support
- Teachers should plan for the effective use of teaching and support assistants as requires

The Role of Teaching Assistants and Learning Support Assistants

- Provide relevant support to identified pupils within and outside of the classroom
- Deliver appropriate interventions planned for by the class teacher or SENDCo
- Develop positive working relationships with parents and professionals
- Assist the class teacher with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources

- Liaise with the class teacher and outside agencies when appropriate
- Work alongside the SENDCo and class teachers to devise and evaluate support plans and pupil profiles

Parents /Carers

- Parents should work with the school collaboratively by providing relevant information to staff to ensure the needs of their child are met in the best way possible
- Parental concerns should be addressed with the class teacher in the first instance, then Phase leader, SENDCo, Deputy Head and Head Teacher
- It is crucial that parents attend meetings and reviews with the Class Teacher or SENDCo to discuss their child's needs to ensure effective communication with all staff involved

Partnership with Parents

- Parents will be informed of their children's needs through consultations with the class teacher, information from outside agencies, review meetings with SENDCo or class teacher. Ongoing communication is regarded as paramount in seeking the views of parents/carers to support their child's progress
- The class teacher should have regular meetings with parents to review the support plan and set new targets
- The SENDCo will meet with parents and any outside agencies that are involved to review provision and next steps
- If a parent wishes to discuss SEND concerns please contact the school 0191 4157214 to speak to the Class Teacher or SENDCo

Pupil Participation

At Springwell Village, we endeavour to:

- Involve the child in the decision-making process
- Seek pupil's views in a variety of ways
- Ensure the child is aware of their progress
- Make sure pupils are aware of their specific targets and how they can achieve them
- Ensure pupils are aware of strategies that work to support their needs

7. Monitoring Arrangements

The school's system of assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else may be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

In order to:

- Prevent the attainment gap between the child and his/her peers from widening
- Close the attainment gap between the child and his peers
- Better the child's previous rate of progress
- Ensure access to the full curriculum
- Demonstrate an improvement in self-help, social or personal skills
- Demonstrate improvement in the child's behaviour

Identification and Assessment

- Early Identification is vital. The class teacher will inform parents at the earliest opportunity to alert them to any concerns and seek their help and participation in supporting their child
- The class teacher will use appropriate assessment tool and reasonable adjustments to monitor progress
- Information gathered from assessment may be completed by outside agencies and other professional support
- The SENDCo will help staff and parents break down assessment into smaller steps to show progress
- The SENDCo will offer advice on SEND support and Education Health Care Plans

Monitoring and Evaluation

- The SENDCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school
- The SENDCo is involved in supporting teachers drawing up support plans and monitoring the progress towards these outcomes
- The SENDCo and the Head Teacher will consult to review the work of the school in this area and will evaluate the progress and needs of the children on the SEND register
- The Board of Trustees will review the policy every two years and will consider the effectiveness of the policy in line with accountability for the use of the SEND budget
- The SENDCo will report annually to the Trustees on the evaluation of this policy

8. Complaints Procedure

The school's complaints procedure is outlined in the school complaints policy which is on the school's website or which can be obtained from the school office.

The SEND Code of Practice outlines additional measure which Together for Children must set out for preventing and resolving disputes. These will be explained to parents if required.