Mosaic SEND and Inclusion Policy

November 2025

SEND Policy

Policy Review

This policy will be reviewed in line with the Mosaic Federation policy review cycle.

The policy was last reviewed and agreed by the Governing Board in November 2025

It is due for review in November 2027

Head Teacher: Mrs G Jeynes	Date:
Chair of Governors: Mr J Watson	Date:
Vice Chair of Governors: Mr B Larvin Mr M Hamilton	Date:

Contents		
1	Introduction	
2	School Rationale	
3	Statutory Information	
4	Key School Contacts	
5	Identification of SEND	
6	Involvement: Parents	
7	Involvement: Young People	
8	Involvement: Governing Body	
9	Involvement: Outside Agencies	
10	Provision and Resources	
11	Curriculum Assessment Arrangements	
12	School Monitoring Arrangements	
13	Complaints Procedure	
14	Services/Contacts	
15	Local Offer	

Introduction

The Department for Education states that all educational institutes should have an up to date Special Educational Needs and Inclusion Policy that is published on their website and available to parents/carers. It must be inline with the SEND Code of Practice (2015) which covers the age range of 0-25 and also relate to the Local Authority's SEND Offer.

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

This policy outlines how Mosaic Federation meets the needs of children with SEND (Special Educational Needs and Disabilities). It will be published on the school website and as part of South Tyneside Council's 'local offer'. In the policy, we explain how we meet our duties towards pupils with special educational needs and disabilities, including those in our Nurseries and Additional Resource Bases (HF Speech and Language Unit and Thrive). This policy should be read in conjunction with the SEND Information Reports published annually by the federation's individual schools; Hedworthfield Primary School, Valley View Primary School and our Additional Resource Bases (Speech and Language and Thrive). The school's Local Governing Body will also review this policy every year, and will involve pupils and parents/carers.

If you want to give us feedback about the policy, please contact the school office.

Rationale

Mosaic Federation is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs and/or disabilities, should have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in our schools. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. We will actively seek opportunities to include all learners in every element of school life.

Mosaic Federation is dedicated to achieving true inclusion. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. We will develop strategies of intervention to close the learning gap for all children encountering difficulties.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- male and female pupils
- minority ethnic and faith groups
- travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with Special Educational Needs(SEN)
- learners who have disabilities
- those who are gifted and talented
- those who are looked after by the local authority (LAC)
- others such as those who are sick; those who are young carers; those whose families are under stress

- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to the four areas of need as identified in the SEND Code of Practice 2015. These being; Sensory and/or Physical impairment, Cognition and Learning difficulties Social, Emotional and Mental Health Difficulties or Communication and Interaction difficulties (including ASD). Children's needs may also relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term needs that require various types of timely support and intervention.

At Mosaic Federation, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We will continually monitor our own learning environment, teaching and learning styles, resources and policies to ensure effective inclusion is facilitated.

School recognises and values the right of parents and carers to make choices relating to their child's education and we will support their decision making process, sharing knowledge and providing guidance in any way we can.

The development and monitoring of the federation's work on inclusion will be undertaken by the SEND Committee which meets termly.

Statutory Information

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- KSIE - PART 1 (2025) which sets out schools' responsibilities for safeguarding all children.

Definitions

Children and young people with special educational needs (SEN) and disabled children and young people. A 'young person', in this context, is a person over compulsory school age and under 25.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Within the 0-25 SEND Code of Practice (2015) there are 'four broad areas of special educational need and support':

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

School Census

Although the Government wishes to move away from assumptions about pupils' needs based upon their difficulty or disability, they still need information about specific categories of need to allow them to predict levels of future resources. This is collected through the statutory 'School Census'.

This statutory census is carried out three times a year (January, May and October).

Census categories of special educational needs include:
- Children who receive additional support, in school or from outside agencies (K)
- Children who are subject to an Education and Health Care Plan (E)

This is then further categorised into a specific area of need:

- Specific learning difficulties (SpLD);
- Moderate learning difficulty (MLD);
- Severe learning difficulty (SLD);
- Profound and multiple learning difficulty (PMLD);
- Speech, language and communication needs (SLCN);
- Social, emotional and mental health (SEMH);
- Autistic spectrum disorder (ASD);
- Visual impairment (VI);
- Hearing impairment (HI);
- Multisensory impairment (MSI);
- Physical disability (PD);
- 'SEN support' but no specialist assessment of type of need (NSA).

Key School Contacts

Role	Name	Base	Contact
Executive Head Teacher	Gemma Jeynes	Valley View Primary /Hedworthfield Primary	0191 489 3143/ 0191 537 3373
Head of School	Jane McGurk	Valley View	0191 489 3143
Head of School	Emma Riches	Hedworthfield	0191 537 3373
SENCo	Angela Newbrook	Valley View	0191 489 3143
SENCo	Hayley Richardson	Hedworthfield	0191 537 3373
Chair of Governors	John Watson	Valley View	0191 4893143
Link Governor	Barry Larvin	Valley View	0191 4893143
Link Governor	Mike Hamilton	Hedworthfield	0191 5373373
SEND Officer	Steven Wright	South Shields Town Hall	0191 424 7808

Email Contact:
Valley View Primary School: info@valleyview. s-tyneside.sch.uk
Hedworthfield Primary School: info@hedworthfieldprimary.com

Roles and Responsibilities

The SENCO

They will:

- Be a qualified teacher with a National Award for SEND Coordination (NASENCO or the National Professional Qualification (NPQ) for Special Educational Needs Co-ordinators within three years of starting the role)
- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Be a qualified Senior Mental Health Lead

SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

Headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Identification of SEND

We will regularly assess children against the National Curriculum, on a half termly basis. Class teachers will make assessments against Age Related Expectations as well as measuring the progress that individual children make.

Data is analysed, on a termly basis, by the Senior Leadership Team, which informs discussions with class teachers.

Children may be identified as pupils with SEND if:

- Attainment is significantly lower than Age Related Expectations
- The gap in attainment widens
- Progress is slows or is slower than 'expected'
- Targeted intervention has failed to close the gap of attainment, after 2 terms.

It is important to note that children may have other areas of need such as social and emotional needs.

Documentation provided by the Local Authority (SEND in Mainstream Settings Framework-July 2026) will be used to assess each child's tier of need. This will be used to inform how the child is supported.

This may be via:

- A Personalised Progress Plan
- Referral to outside agencies

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. In addition, children who have a diagnosis of a neurodevelopmental or medical need may or may not require provision which is additional or above our universal, inclusive offer. This will be assessed based on the child's individual, presenting needs and the impact they have on their access to the curriculum.

Please see SEND procedure attached (Appendix 1)

Involvement

Numerous parties may be involved in order to meet the needs of children with SEND. The parties outlined below may be consulted for their opinions, guidance and support in order to meet the needs of the child effectively. You will always be consulted by the SENCO about contacting, sharing information or requesting support from another service for your child.

Parents

- SEND Reviews with SENCO and other professionals to review and plan new targets termly for children who are currently accessing outside agency support to meet their needs.
- Regular discussion with class teacher via parents' evenings
- South Tyneside Parent Carer Forum- coffee mornings, events and training

- South Tyneside SEND Team - Local Offer

Pupils

- Child's voice
- Pupil profiles

Governing Body

- SENCO/ HT reports SEND updates to governors termly
- SEND governor to work with LA, HT and SENCO to ensure statutory duties and school policies are adhered to
- SEND governor to be a voice for children, parents/ carers and consult them on school procedures

External agencies

- SEND Services - South Tyneside Local Offer
- Educational Psychology Service including specialist teachers
- CYPS- including CAMHS/ Lifecycles and Neurodevelopmental pathway
- Health Visitors
- Pediatricians
- DCD/ Children's Physiotherapy
- ENT
- Speech and Language Therapy Service
- LA Inclusion Team
- Additional Resource Bases
- Emotional Resilience Team
- Sensory Impairment Team
- SENDIASS
- Early Help Service
- Family Hubs
- The Toby Henderson Trust
- School Nursing Team
- Portage and Pre-School
- Early Years Advisory Team

Provision and Resources

Mosaic federation admits pupils aged 3 to 11 years. We are an inclusive federation. This means we provide for children with all types of special educational needs. The areas of need that are described in the SEND Code of Practice are listed below with strategies and support available in our school.

School entitlement offer to pupils with additional needs	
Type of SEN for which provision is made at the school	**Type of support**
Communication and interaction – this includes children and young people with speech, language and communication needs	• Use of child friendly pupil profiles and needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources • Visual timetables • Areas of low distraction • Support/supervision at unstructured times of the day.

(SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.	• Social skills programme/support including strategies to enhance self-esteem. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where possible. • Strategies/programmes to support speech and language development. • Strategies and sensory resources to reduce anxiety/promote emotional wellbeing. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social & emotional support. • Fully qualified/trained SENCO who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. Various practitioners are specifically trained in identifying and supporting children with ASD, Attachment Disorder and Speech and Language difficulties. • Practitioners are trained to specifically support children with speech, language and communication difficulties (2 practitioners have level 3 ELKLAN training). • Support is offered to families from school Inclusion Manager (outreach service is available to support children and families) and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
Cognition and learning – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.	• Use of child friendly pupil profiles and needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources. • Strategies to promote/develop literacy and numeracy/memory. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes and 1:1 intensive interventions are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN.

	• Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social and emotional support. • Fully qualified/trained SENCO who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • Behaviour and anti-bullying policies are evaluated on a regular basis. • Support is offered to families from school Inclusion Manager (outreach service is available to support children and families) SENCO and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
Behavioural, Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	• The school ethos values all pupils. • Positive behaviour strategies are used within the classroom and as part of the whole school behaviour policy • The schools behaviour policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Small group and or 1:1 targeted programmes are delivered to pupils to improve social skills and emotional resilience. • Outdoor learning is used to offer a different approach to the curriculum, which supports children with social, emotional and behavioural needs. • Access to information and support is available within school for behavioural, emotional and social needs. • Support is offered to families from school Inclusion Manager (outreach service is available to support children and families) and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • Outreach support is also available during school holidays to support the child/family at home. • Good links with local services; CYPS, Parent Partnerships and the emotional resilience team. • Inclusion plans are issued in order to promote the safety of children with SEMH children in line with staff training on MAPA and Team Teach strategies
Sensory and/or physical needs – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).	• Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed. • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social and emotional support. • Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs.

	• Access to Medical Interventions and health care plans, devised by school nurse in conjunction with other medical professionals and parents. • Access to strategies/programmes to support Occupational Therapy/Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • All entrances to the school have ramps fitted to allow wheelchair access. • The school has disabled toilets/facilities.

Children and young people with any of these needs can be included with our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Prior to starting school, parents or carers of children with an EHCP or pending EHCP will be invited to discuss the provision that can be made to meet their identified needs.

Other information regarding resources and strategies can be found within the “Ordinarily Available Provision” document which was produced by South Tyneside Local Authority in 2023. Ordinarily Available Provision Link

Curriculum Assessment Arrangements

We will regularly assess children against the National Curriculum, on a half termly basis. For those with SEND, who are not able to access the National Curriculum, class teachers will refer to the National Curriculum Pre-Key Stage assessment statements.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

- The teacher’s assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers’ assessments, where relevant
- The individual’s development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

Where learners do not make "expected" progress, children will be assessed using a "fine tracking approach" to ensure that progress is made towards personalised targets.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

School Monitoring Arrangements

As part of the school's monitoring cycle, a schedule will be put in place at the beginning of each academic year. This will outline the arrangements for monitoring. Monitoring will be used to inform judgements on the quality of teaching and learning across the federation. It will be used to inform development/training opportunities for the whole school, as well as individuals. Good practice will be shared across the federation.

Monitoring will constitute a range of evidence, in order to gain a holistic view:

- Book scrutinies
- Lesson observations
- Staff discussions
- Pupil discussions
- Learning walks
- Review of personalised plans

Action points will be reviewed on a termly basis in order to ensure a cycle of development, aimed to improve outcomes for all children.

Monitoring will inform aspects of the training schedule to ensure continuous professional development of all staff that is specific to the needs of school.

This will be delivered in a range of ways to ensure training is accessible and relevant:

- Staff training session
- Bitesize training sessions (accessed online in a timetabled session)
- Virtual training
- Local Authority training offer
- Coaching/Team teaching

For children with the most significant cognition and learning needs, who do not make progress at the "expected rate", a fine tracking assessment system will be implemented to ensure that all progress is visible.

Complaints

School

1) If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with their child's class teacher or the SENCO, who will try to resolve the situation.
2) If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
3) Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

Local Authority

Parents and young people can appeal to the Tribunal about:

- A decision by a local authority not to carry out an EHC needs assessment or re-assessment
- A decision by a local authority that it is not necessary to issue an EHC plan following an assessment
- The description of a child or young person's SEN specified in an EHC plan, the special educational provision specified, the school or other institution or type of school or other institution (such as a mainstream school/college) specified in the plan or that no school or other institution is specified
- An amendment to these elements of the EHC plan
- A decision by a local authority not to amend an EHC plan following a review or re-assessment
- A decision by a local authority to cease to maintain an EHC plan

*Further information relating to Tribunal can be found in the SEND Code of Practice: 0-25.

Services and Contacts

To access information and support independent of the federation or the Local Authority please contact:

Special Educational Needs and Disability - Information, Advice and Support service (SENDIASS)
Primrose Children's Centre
Primrose Village
Lambton Tce
Jarrow
NE32 5QY

Email: sendiass@southtyneside.gov.uk
Telephone: 0191 424 6345

South Tyneside Local Offer

The Local Offer provides information for children and young people (from birth to 25 years) with Special Educational Needs and/or Disabilities (SEND) and their parents or carers in a single place.

Click here to access the SEND Local Offer - new link

If you need any of the Local Offer information in a different format, please call 0191 424 6345 or email sendiass@southtyneside.gov.uk