



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

SEPTEMBER 2025

This policy outlines the procedures for the identification and support of children with special educational needs and disabilities at East Rainton Primary. This policy was reviewed and updated in line with the revised Code of Practice 2014 and in response to the Children's and Families Act 2014, The Special Educational Needs and Disability Regulations 2014 and Working Together to Safeguard Children 2010.

The Children's and Families Act 2014 defines that:-

"A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her".

The Disability Discrimination Act identifies that some pupils with disabilities may have learning difficulties which require special educational provision. However, not all children defined as having a disability will require additional provision. A child with asthma or diabetes, for example, may not have special educational needs but may still have rights under the Disability Discrimination Act. We will make appropriate provision based on identified needs.

Aim

To raise aspirations and expectations for all children with special educational needs and disabilities.

Objectives

- To identify and provide for children who have SEN and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a whole school approach to the management and provision of support for special educational needs
- To provide advice and support for all staff working with children with special educational needs
- To develop and maintain partnerships and high levels of engagement with parents
- To ensure access to the curriculum for all children
- To ensure children have a voice in the process.

Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

The four broad areas of needs are: -

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

We identify the needs of children by considering the needs of the whole child which will include not just the educational needs of the child. The purpose of identification is to work out what action we need to take, not to fit a child into a category.

A Graduated Approach to SEN Support

The graduated approach outlined is part of a continuous and systematic cycle of planning, intervention and review to enable all children to learn and progress at their own level of attainment. The Graduated Approach involves a model of action and intervention to support children who have SEN. We recognise that there is a continuum of SEN and where necessary, increasing specialist expertise should be involved to address the difficulties that a child may be experiencing. The Graduated Approach is as follows:

Quality First Teaching

High quality teaching, differentiated for individual needs, is the first step in responding to children who have or may have SEN. We regularly and carefully review the quality of teaching for all children. We have high expectations for every child and aim to teach them the full curriculum whatever their prior attainment. We use high quality and accurate formative assessment alongside individual data, school data and national data to track the progress of each child. Where children are falling behind or making inadequate progress given their age and starting point, extra support and intervention will be given as part of Quality First Teaching.

School Support

Where children continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. Where this is the case, the class teacher and the SEND Co-ordinator will collect all the available information about the child. The child will be placed on the school SEND register with parent consent.

A meeting will take place between the class teacher, the SEND Co-ordinator and the parents to identify the child's strengths and difficulties and discuss parental concerns. Sunderland LA Ranges document will be used to assess needs and identify the areas of support needed. For children who are at Range 3 or above, an individual Support Plan will be used to show long term outcomes, short term targets and the teaching strategies to be used.

Outside agencies provide support at the request of the school and with parental consultation. In most cases, children will be seen in school by external support services. Information/reports provided will be incorporated into Support Plans.

Support plans are reviewed termly – parental consultation and child's voice is part of this process.

Education, Health and Care Needs Assessment

Where a child demonstrates continuous significant cause for concern despite the involvement of relevant outside agencies, the school, with parental consent, will request the Local Authority to carry out an Education, Health and Care Needs Assessment. The information gathered and recorded throughout the stages of the graduated response will provide evidence to support such requests. The school will seek to ensure that the LA meets the expected time limits for this assessment process as stated in the 2014 Code of Practice.

Education, Health and Care Plan provision

All children with Education, Health Care Plans will have short term targets set within their individual Support Plan to meet the objectives with their plan.

These will be shared and reviewed with parents every term.

All Education, Health Care Plans are reviewed annually. This allows parents, the child, the LA, the school and all professionals involved to consider the progress made and to decide if it is necessary to make any amendments to the Education, Health Care Plan.

Prior to the review, the school seeks written advice from all the professionals involved with the child. The views of the parents and the child are also sought.

The written advice is used as the basis for the discussion at the review meeting.

Following the meeting the SEND Co-ordinator compiles all documentation including recommendations for the coming year and submits it to the LA within 10 school days using the SEND professional portal.

The Role of the Head Teacher

- To ensure day to day management of all aspects of the school, this includes the support for children with SEND
- To ensure the needs of all children are met
- To ensure that the SEND Policy is implemented
- To ensure that the Governing Body is kept up to date about issues relating to SEND

The Role of the SEND Co-ordinator

- To develop and review the school's SEND policy
- To co-ordinate all the support for children with special educational needs or disabilities (SEND) ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting and involved in reviewing how they are doing.
- To liaise with professionals from other agencies to support children's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- To maintain the school's SEND register and make sure that records of children's progress and needs are kept
- To provide specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible
- To act as a link with parents and external support agencies
- To oversee Continuous Professional Development (CPD) for all staff in relation to SEND

The Role of the SEND Governor

- To ensure that the necessary support is given for any child who attends the school, who has SEND.
- To ensure that all governors are aware of the schools SEND provision
- To ensure the SEN policy is publicly available, can be easily understood by parents and is reviewed on a regular basis
- To meet regularly with the SENDCO to discuss SEND within the school

- To keep informed about developments in the area of special educational needs nationally, locally and within the school.

Partnership with parents

We will actively seek to work with parents and we will value their contributions and support.

We will:-

- Inform parents as soon as the identification of special educational needs is made
- Seek their knowledge and expertise in relation to their child
- Regularly invite parents to meetings to review their child's progress and express their views/concerns
- Ensure parents understand procedures relating to SEND
- Keep parents fully informed of any changes made to the SEN provision for their child

Pupil Participation

The views of children with special educational needs will be sought and taken into account according to their age, maturity and capability.

We will: -

- Involve the child in the development of targets at an appropriate level
- Encourage children to monitor and evaluate their own performance in relation to targets set for them
- Seek and record the views of the child in the review process

Inclusion

We aim to offer all children, whatever their ability or needs, appropriate curriculum provision through the removal of barriers to learning and participation. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences.

This policy will be reviewed annually and amended as necessary.

SignedJ Meek.....

Chair of Governors

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Headteacher

September 2025