Special Education Needs and Disability (SEND) Policy

Applicable to:	✓	Seaton Valley High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Full Governing Body	

Status:

Statutory policy or document	No
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Approval by	Governing Body to determine

Publication:

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Agreed to publish on school website	Yes

Review:

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Author	Creation Date	Version	Status
Assistant Headteacher Inclusion (AD)	7 September 2017	0.1	Draft policy for SVF based on approved ACHS/WMS/SSMS policies
Changed by	**Revision Date**		
Assistant Headteacher Inclusion (AD)	21 September 2017	1.0	Final approved version
Business Manager (BW)	12 April 2018	1.1	Updated to reflect new SENDCo details
Business Manager (BW) ACHS SENDCo (AMR) WMS SENDCo (PL)	1 March 2019	1.2	Appendix 2 (Moving from the old to the new system) deleted as new system now in place; minor updates to terminology and formatting
Business Manager (BW)	14 March 2019	2.0	Final approved version for publication
Business Manager (BW)	13 February 2020	2.1	Updated to reflect new SENDCo details
Business Manager (BW)	24 February 2020	3.0	Final approved version for publication
ACHS SENDCo (KL) WMS SENDCo (JT) SSMS SENDCo (JE)	1 March 2021	3.1	Full review including updated SENDCo details for ACHS
Assistant Headteacher SEND ACHS/WMS (KL) ACHS SENDCo (DL) WMS SENDCo (JT) SSMS SENDCo (JE)	6 October 2021	3.2	Full review including updated SENDCo details for ACHS
Business Manager (BW)	18 October 2021	4.0	Final approved version for publication
Assistant Headteacher SEND ACHS/WMS (KL) Assistant Headteacher SSMS / SENDCo (JE)	5 December 2022	4.1	Annual review; change to link governor only
Business Director (BW)	12 December 2022	5.0	Final approved version for publication
Business Director (BW)	2 February 2024	5.1	Fully rewritten in line with The Key model policy (January 2024)
Business Director (BW)	26 February 2024	6.0	Final approved version for publication
Business Director (BW)	31 October 2024	6.1	Annual review; no changes
Business Director (BW)	2 December 2024	7.0	Final approved version for publication
Business Director (BW)	29 October 2025	7.1	Annual review; added sections on attendance and safeguarding in line with The Key model policy (August 2025); replaced references to ACHS with SVHS

Business Director (BW)	1 December 2025	8.0	Final approved version for publication

1 Aims and objectives

1.1 Our Special Educational Needs and Disability (SEND) policy aims to:

- make sure the schools in our federation fully implement national legislation and guidance regarding pupils with SEND
- set out how our federation will, across all of our schools:
    - support and make provision for pupils with special educational needs and disabilities
    - provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - help pupils with SEND fulfil their aspirations and achieve their best
    - help pupils with SEND become confident individuals living fulfilling lives
    - help pupils with SEND make a successful transition into adulthood
    - communicate with pupils with SEND and their parents/carers and involve them in discussions and decisions about support and provision for the pupil
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- make sure this is understood and implemented consistently by all staff

2 Vision and values

2.1 Within the Seaton Valley Federation:

- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff to accept and embrace this.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND who are also supported by specialist staff.
- Class teachers are engaged in Quality First Teaching to ensure the inclusion and progress of students in their lessons.
- We recognise the need to work in partnership with parents/carers and value the contribution parents/carers make to their child's education. Children also contribute their views on the provision provided through pupil profiles and SEN Support Plans created in conjunction with students, parents/carers and relevant staff.
- We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

3 Legislation and guidance

3.1 This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, Keeping children safe in education and Working together to improve school attendance.

3.2 This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for Education, Health and Care plans (EHCPs), SEND Coordinators (SENDCos) and the SEND Information Report
- The Equality Act 2010 (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The Maintained schools governance guide, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out schools' obligations to admit all pupils whose EHCP names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

4 Inclusion and equal opportunities

4.1 In our federation, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

4.2 We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5 Definitions

Special Educational Needs and Disabilities (SEND)

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

5.2 They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than most others of the same age
- 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

5.3 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.

Disability

5.4 Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities. Our schools will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The Four Areas of Need

5.5 The needs of pupils with SEND are grouped into four broad areas. Pupils can have

needs that cut across more than one area, and their needs may change over time.

5.6 Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and interaction	● Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. ● Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	● Pupils with learning difficulties usually learn at a slower pace than their peers. ● A wide range of needs are grouped in this area, including: ○ specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ○ moderate learning difficulties ○ severe learning difficulties ○ profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	● These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: ○ mental health difficulties such as anxiety, depression or an eating disorder ○ attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ○ suffered adverse childhood experiences ● These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	● Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. ● Pupils may have: ○ a sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ○ a physical impairment ● These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6 Roles and responsibilities

6.1 The **SENDCo** of each school in the federation will:

- inform any parents/carers that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- work with the Head of School and SEND governor to determine the strategic development of the SEND policy and provision in the school

- have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHCPs
- provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- 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, and work with external agencies to ensure that appropriate provision is provided
- liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- when a pupil moves to a different school or institution, make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- work with the Head of School and governing body to make sure that the school/federation meets their responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- make sure the school keeps its records of all pupils with SEND up to date and accurate
- with the Head of School, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- with the Head of School, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the local authority in reviewing the provision that is available locally and in developing the local offer
- prepare and review information for inclusion in the school's SEND Information Report and any updates to this policy
- with the Head of School and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The **governing body** is responsible for making sure the following duties are carried out, and though the duties can be delegated to a committee or an individual, they will:

- cooperate with the local authority in reviewing the provision that is available locally and developing the local offer
- do all they can to make sure that every pupil with SEND gets the support they need
- make sure that pupils with SEND engage in the activities of the federation alongside pupils who don't have SEND
- inform parents/carers when their child's school is making special educational provision for the child
- make sure that arrangements are in place in schools to support any pupils with medical conditions
- provide access to a broad and balanced curriculum
- have a clear approach to identifying and responding to SEND
- provide an annual report for parents/carers on their child's progress

- record accurately and keep up to date records of the provision made for pupils with SEND
- publish information on the federation's website about how the schools are implementing their SEND Policy, in an SEND Information Report
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the schools' Accessibility Plans
- make sure that there is a qualified teacher designated as SENDCo for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- determine their approach to using their resources to support the progress of pupils with SEND
- make sure that all pupils from Year 8 until Year 13 are provided with independent careers advice

6.3 The federation's **SEND governor** is Mrs Angela Davies. The SEND governor will:

- help to raise awareness of SEND issues at full governing body and relevant committee meetings
- monitor the quality and effectiveness of SEND provision within each school and update governors on this
- Work with the Heads of School and SENDCos to determine the strategic development of the SEND policy and provision in each school

6.4 The **Head of School** will:

- work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- work with the SENDCo and governors to make sure the school/federation meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- have overall responsibility for, and awareness of, the provision for pupils with SEND in their school, and their progress
- have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the local authority to support individual pupils
- make sure that the SENDCo has enough time to carry out their duties
- have an overview of the needs of the current cohort of pupils on the SEND register
- advise the local authority when a pupil needs an Educational, Health and Care needs assessment, or when an EHCP needs an early review
- with the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- with the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and cooperate with the local authority in reviewing the provision that is available locally and in developing the local offer
- with the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Each **class teacher** is responsible for:

- planning and providing high-quality teaching that is differentiated to meet pupil

needs through a graduated approach
- the progress and development of every pupil in their class
- working closely with any teaching and learning assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- ensuring they follow this SEND Policy and the SEND Information Report
- communicating with parents/carers regularly to:
    - set clear outcomes and review progress towards them
    - discuss the activities and support that will help achieve the set outcomes
    - identify the responsibilities of the parent, the pupil and the school
    - listen to the parents' concerns and agree their aspirations for the pupil

6.6 **Parents or carers** should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- invited to termly meetings to review the provision that is in place for their child
- asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- given an annual report on the pupil's progress

6.7 The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.8 **Pupils** will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- explaining what their strengths and difficulties are
- contributing to setting targets or outcomes
- attending review meetings
- giving feedback on the effectiveness of interventions

6.9 The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7 SEND information report

7.1 Each school in the federation publishes a SEND Information Report on the federation's website, which sets out how this policy is implemented in the school.

7.2 The information report is updated annually and as soon as possible after any changes to the information it contains.

8 Our approach to SEND support

<u>Identifying Pupils with SEND and Assessing their Needs</u>

8.1 We will assess each pupil's current skills and levels of attainment when they start at

the school. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

8.2 Class teachers will regularly assess the progress for all pupils and identify those whose progress:

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

8.3 This may include progress in areas other than attainment, for example, wider development or social needs.

8.4 When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated high-quality teaching. If progress does not improve the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents/carers, consider consulting an external specialist.

8.5 Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

8.6 Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

8.7 When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

8.8 If a pupil is joining the school, and their previous setting has already identified that they have SEND, they are known to external agencies, and they have an EHCP, then the school will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so support can be put in place as early as possible.

<u>Consulting and Involving Pupils and Parents/Carers</u>

8.9 Our schools will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

8.10 When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we take into account any concerns the parents/carers have
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

8.11 Notes of these early discussions will be added to the pupil's record and given to their parents.

8.12 We will formally notify parents/carers when it is decided that a pupil will receive special educational provision.

The Graduated Approach to SEND Support

8.13 Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the graduated approach:

- **Assess:** The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.
- **Plan:** In consultation with the parents/carers and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system and will be made accessible to staff in a pupil passport / individual education plan / school-based support plan. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.
- **Do:** The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1:1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching and learning assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.
- **Review:** The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on the views of the parents/carers and pupils; the level of progress the pupil has made towards their outcomes; and the views of teaching staff who work with the pupil. The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

School-Based SEND Support

8.14 Pupils receiving SEND support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

8.15 The provision for these pupils is funded through the school's notional SEND budget.

8.16 On the census these pupils will be marked with the code K.

Education, Health and Care Plan (EHCP)

8.17 Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHCP. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

8.18 The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the local authority (from the high-level needs funding block of the dedicated schools grant).

8.19 On the census these pupils will be marked with the code E.

Evaluating the Effectiveness of SEND Provision

8.20 We evaluate the effectiveness of provision for pupils with SEND by:

- tracking pupils' progress, including by using provision maps
- carrying out the review stage of the graduated approach in every cycle of SEND support
- using pupil questionnaires
- monitoring by the SENDCo
- holding annual reviews for pupils with EHCPs
- getting feedback from the pupil and their parents

9 Attendance

9.1 Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

9.2 Our approach to supporting pupils who are absent from school due to their SEND is set out in the federation's Attendance and Registration Policy.

10 Safeguarding

10.1 We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

10.2 Further details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, can be found in the federation's Child Protection Policy.

11 Expertise and training of staff

11.1 Training will regularly be provided to teaching and support staff. The Senior Leadership Team and SENDCos will continuously monitor to identify any staff in the

federation who have specific training needs and will incorporate this into each school's plan for continuous professional development.

12 Links with external professional agencies

12.1 The federation recognises that we won't be able to meet all the needs of every pupil. Whenever necessary our schools will work with external support services such as:

- speech and language therapists
- specialist teachers or support services
- educational psychologists
- occupational therapists, speech and language therapists or physiotherapists
- General Practitioners or paediatricians
- school nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Social Services

13 Admission and accessibility arrangements

13.1 We follow the admissions arrangements of Northumberland County Council. You can find out more about the admissions arrangements on their website or by contacting the Admissions Team at schooladmissions@northumberland.gov.uk.

13.2 Each school's Accessibility Plan can be found on the federation's website.

14 Complaints about SEND provision

14.1 Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with a member of the SEND team. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

14.2 Formal complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will be handled in line with the federation's Complaints Procedure.

14.3 If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

14.4 To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.