Policy for Special Educational Needs and Disability.

Stalmine Primary School

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Link Governor: Mrs Rebecca Hulme

Policy Statement

We at Stalmine Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes.

This policy reflects the current statutory framework for SEND in England, including Part 3 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice: 0 to 25 years, and the Equality Act 2010. It also takes account of the Government's 2026 schools and SEND reform proposals set out in 'Every child achieving and thriving' and 'SEND reform: putting children and young people first'.

These 2026 proposals are not yet the statutory SEND framework. Until legislative change takes effect, Stalmine Primary School will continue to meet all existing duties, including SEN Support, the graduated approach and EHCP requirements.

Key 2026 policy context:

- Department for Education, 'Every child achieving and thriving' (23 February 2026);
- 'SEND reform: putting children and young people first' consultation;
- Subsequent DfE supporting information for mainstream schools and families (updated 25 August 2026).
- Equality Act 2010: advice for schools DfE (updated 1st January 2024)
- SEND Code of Practice 0 – 25 (updated September 12th 2024)
- Schools SEN Information Report Regulations (2014)
- DfE Statutory Guidance on supporting pupils at school with medical conditions (Published 1st September 2014 and updated on 16th August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Accessibility Plan
- Safeguarding Policy
- Inclusion Policy
- Teachers' Standards (updated 13th December 2021)

This policy has been created by the school's SENCO, Emma Parkinson, and is to be shared with governors, staff and parents/carers of pupils with special educational needs and disability.

Aims and objectives

- To create an ethos and educational environment that is person-centred and has the views and needs of the child/young person at its heart, along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND, which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the Code of Practice (updated September 12th 2024) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To work within a 'person-centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children/young people and parents in decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

Responsibility for the co-ordination of SEND provision

The person with overall responsibility for overseeing the provision for children with SEND is Mr Daniel Smith (Headteacher).

The SENCO, Mrs Emma Parkinson, is responsible for co-ordinating the day-to-day provision of education for pupils with SEND.

Other visiting professionals include:

- Educational Psychologist (privately employed by school)
- Link Educational Psychologist
- Local Authority Specialist Teacher Service
- Local Authority Early Years Team
- Speech and Language Therapy Service (NHS)
- Communicate Speech and Language (privately employed by school)

- CAMHS
- Primary Mental Health Workers
- Specialist Teacher – Reachout ASC
- School Nursing Service
- School Community Paediatrician
- Various other medical professionals

Definition of Special Educational Needs

The 2014 Code of Practice (updated September 12th 2024) says that:

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

Taken from 2014 SEN Code of Practice: 0 to 25 Years.

Identifying special educational needs.

We refer to the Code of Practice which describes the four broad categories of need. These categories give an overview of the range of needs that are planned for at our school.

The purpose of the identification is to work out what action the school needs to take, not to fit a pupil into a category. At Stalmine Primary School, we identify the needs of pupils by considering the needs of the whole child not just the special education needs of the young person.

A pupil may be identified as having SEN where, despite appropriate high-quality teaching, reasonable adjustments and relevant targeted support, they require educational provision that is additional to or different from that made generally for pupils of the same age.

Broad Areas of Need

According to the SEND Code of Practice 2014, there are four broad categories of need. These four broad areas give an overview of the range of needs that may be planned for:

1) COMMUNICATION AND INTERACTION

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communicating. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one,

some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autism may have differences in social communication and interaction and may experience barriers in areas such as communication, flexibility, sensory processing and participation. Provision will be based on the individual pupil's strengths, needs and barriers to learning.

2) COGNITION AND LEARNING

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3) SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

4) SENSORY AND/OR PHYSICAL NEEDS

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairments (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI must have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(Definitions taken from the SEND Code of Practice 2014)

Proposed areas of development

The Government's 2026 SEND reforms propose replacing the current four broad areas of need with five areas of development:

Executive Function;

Motor and Physical;

Sensory; Speech, Language and Communication;

Social and Emotional.

The proposed approach is intended to move away from categorising children by diagnosis and towards identifying individual barriers to learning and participation, supporting earlier and more needs-led provision.

2026 Schools and SEND Reform: preparing for change

In February 2026, the Department for Education published the schools' white paper 'Every child achieving and thriving' alongside the consultation 'SEND reform: putting children and young people first'. These documents set out proposals for a more inclusive and consistent SEND system.

The proposals do not replace the current statutory framework at the date of this policy. Stalmine Primary School will therefore continue to fulfil all existing duties under current SEND legislation, the SEND Code of Practice and the Equality Act 2010 while preparing for future change.

The Government proposals include:

• A universal offer of high-quality, adaptive and inclusive teaching for all pupils, with three further layers of support for pupils with additional needs: Targeted, Targeted Plus and Specialist;

• Digital Individual Support Plans (ISPs) for children and young people with identified SEND, developed in partnership with parents and used to record support;

• National Inclusion Standards intended to provide a more nationally consistent, evidence-based understanding of inclusive practice;

• An 'Experts at Hand' offer, intended to provide mainstream settings with greater access to specialist education and health expertise, including speech and language therapy and educational psychology support;

• Specialist Provision Packages for children and young people with complex needs, alongside reformed EHCP processes;

• An updated SEND Code of Practice and wider measures designed to strengthen inclusive mainstream provision and early support.

Until these proposals are enacted and relevant statutory guidance is updated, the school will retain its current SEN Support, graduated approach, Assess-Plan-Do-Review cycle, SEN Information Report arrangements and all statutory duties relating to Education, Health and Care Plans. The school will review this policy when legislation, a revised SEND Code of Practice, National Inclusion Standards or other statutory guidance takes effect.

The school will monitor further Government proposals and implementation guidance, including developments relating to inclusion funding and specialist provision in mainstream settings, and will update local procedures when requirements are confirmed.

Graduated approach to SEN support

High-quality inclusive and adaptive teaching

a) Any pupils who are falling significantly below age-related expectations will be closely monitored.

b) Once a pupil has been identified as possibly having SEN they will be closely monitored and assessed by staff to determine their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will require.

f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child will be given support within class and targeted interventions will be put in place. A formal review of these interventions will then determine whether a child should or should not be added to the SEND register.

i) Once placed on the SEND register, the children will receive a termly Individual Education Plan (IEPs) which identifies their strengths in addition to the barriers they have. Measurable targets are produced and all this information is shared with parents.

j) Pupil progress meetings are used to monitor and assess the progress being made by the child.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. 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 SEN.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Managing pupils on the SEN register

- At Stalmine Primary School, we assess, plan, deliver, review and record provision using SEN Support Plans, Individual Education Plans and Provision Maps which tell us what needs have been identified and the clear outcomes to be achieved within an agreed timeframe.
- The class teachers hold responsibility for evidencing progress according to the outcomes described in the document.
- Reviews will take place each term and information regarding pupil progress is shared with parents.
- The school's SEN Information Report shows how the level of provision is decided (this is available on the school website).
- The SENCo will liaise with and monitor the additional support provided by specialist services.

- Parents and pupils are involved from the outset.

When a child has made adequate progress following intervention/adjustments and high quality, personalised teaching, the child will continue to be monitored by the class teacher in partnership with the parents and child.

Request for an Education, Health and Care Plan

This system develops an integrated assessment and review process from birth to 25 years, leading to a single plan. This plan will involve Education, Health and Care services bringing together the range of support on which children, young people and their families can rely, referred to as the Education Health and Care Plan (EHCP).

Where, despite relevant and purposeful action through SEN Support, a pupil has not made expected progress and may require provision beyond that normally available, the school or a parent/carer may ask the Local Authority to carry out an Education, Health and Care needs assessment. The Local Authority must decide the request in accordance with the current statutory test and timescales. Evidence may include the pupil's needs, progress, provision already made, outcomes sought, parent/carer and pupil views, and advice from relevant professionals.

The application for an Education, Health and Care assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Health professionals
- Care professionals
- Outside Agencies

Information will be gathered about the pupil's needs, strengths, aspirations, progress, outcomes sought, provision already made and the views and advice of those involved. If the Local Authority decides that an Education, Health and Care Plan is necessary, the plan will specify the pupil's needs, outcomes and required provision in accordance with the current statutory framework.

The school and the child's parents will be consulted before the decision is made. Parents have the right to appeal against a decision either for or against an Education, Health and Care Plan for their child. Once the Education, Health and Care Plan is completed it will be kept as part of the pupil's formal record and reviewed annually by Stalmine Primary SEND staff, outside agencies, parents and the pupil.

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Supporting pupils at school with medical conditions

- The school recognises that pupils at school with medical conditions should be supported and have full access to education, including school trips and physical education.
- The school complies with its duties under the Equality Act 2010 for children who are disabled with medical conditions.
- Children who have special educational needs (SEN) and may have an Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and Evaluation of SEND

The Headteacher, Governors and all teaching staff regularly and carefully monitor and evaluate the quality of provision we offer all pupils. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. Monitoring and evaluation includes: audits, planning files and book/work scrutiny and lesson observations by the SLT.

Training (CPD) and resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- The school's SENCo regularly attends Local Authority SEN cluster meetings in order to keep up-to-date with local and national updates in SEND.
- The school's SENCo also attends termly cluster meetings with the Link Educational Psychologist.
- The school will engage, where appropriate, with national and local SEND and inclusion training introduced as reforms are implemented, alongside its existing programme of professional development.

Roles and responsibilities

A governor with the responsibility for SEN must be appointed and liaise regularly with the SENCO.

The governing body should have regard for the Code of Practice when carrying out duties towards all children with SEN. They should ensure that the necessary provision within budgetary limitations is made for pupils with SEN. In cooperation with the Head

teacher and SENCo, they should determine the school's general policy and approach to provision for children with SEN. They should ensure that the teachers are aware of the importance of identifying and providing for those children with SEN.

Governors should report annually to parents on the success of the school's policy for pupils with SEN to include information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services.

A current update of SEN should be reported at each Governors meeting. They should ensure SEN provision is being communicated to parents.

They should ensure that pupils with special educational needs are included in the activities of the school and with other children.

They should consult with the LEA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area.

The SEN Governor is responsible for maintaining an awareness of special needs provision in the school on behalf of the governing body.

The SEN Governor meets with the SENCo to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy.

As future SEND reforms are implemented, the governing body will review the school's arrangements against new statutory duties and guidance, including any requirements relating to Individual Support Plans, National Inclusion Standards and school-level inclusion reporting.

The Designated Teachers with specific Safeguarding responsibility are

- Mr Daniel Smith (Headteacher) and Joanne Clarke (Assistant Head Teacher).
- The Headteacher is responsible for managing PP/CLA funding.
- The Headteacher is responsible for meeting the medical needs of pupils.

Data protection

Stalmine School will:

- Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of SEN pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with additional needs.
- Record details of additional or different additional need provision on a provision map.

A data protection policy is available on the school website and is also available on request from the school office.

Accessibility

The school will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage, will make reasonable adjustments where required, and will promote access to the curriculum, the physical environment and information. The school Accessibility Plan sets out how accessibility is progressively improved and is available through the school.

Confidentiality

Stalmine School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

1. To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 2011.

2. On the order of any court for the purpose of any criminal proceedings.

3. For the purposes of investigations of maladministration under the Local Government Act 1974.

4. To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.

5. To Ofsted inspection teams as part of their inspections of schools and local authorities.

6. To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.

Dealing with complaints

Details regarding the school's complaints procedure can be found on the school website or on request from the school office.

Bullying

The school anti-bullying policy outlines the steps are taken to ensure and mitigate the risk of bullying of vulnerable learners. This is available on the school website and on request from the school office.

Reviewing the policy

The Special Educational Needs and Disability Policy will be reviewed annually, or earlier where necessary, including following relevant legislation, a revised SEND Code of Practice, statutory guidance or material national/local SEND reform.

Written by Mrs Emma Parkinson

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