

# Naburn C of E Primary School



## SEND Policy

Completed By:  
Date Completed:

Kate Durham  
December 2025

## **Naburn C of E Primary School**

### **SEND Policy**

#### **Headlines from the 2014 Code of Practice**

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHCP) which can be used to support children from birth-25 years.
- All children are closely monitored, and their progress tracked each term. Those children identified with SEN are additionally tracked by the SENCo (Special Educational Needs Coordinator).
- There are four broad categories of SEND:
  - \*communication and interaction
  - \*cognition and learning
  - \*social, emotional and mental health
  - \*physical and sensory.

#### **Defining SEND**

The 2014 Code of Practice says that:

*A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

#### **School ETHOS regarding Children with Special Educational Needs and Disabilities (SEND)**

It is the aim of the school to include all children, and to enable those with special educational needs to access a broad and balanced curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognising the contribution they can make and their right to social and economic well-being in adult life.

The school supports this aim by:

- Planning curriculum delivery to meet the needs of all pupils
- Identifying barriers to learning and participation
- Working with parents or carers to identify and meet children's needs.
- Assessing children's needs by testing and observation.
- Providing staff with appropriate special educational needs training and information.
- Monitoring children's progress using IEPs, to be reviewed three times a year.
- Working in co-operation with the LA and other agencies.
- Seeking advice and support from outside professionals as appropriate.

- Involving children in planning support, target setting and reviewing progress.
- To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources.
- To ensure that pupils with SEND, where there may be vulnerability, are kept safe at all times within the school environment, have equal opportunities and are able to integrate fully in school life.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice with the Equality Act 2010.

### **How is SEND identified?**

Children's progress is monitored continuously through observations and formal teacher assessments, to assess children's current understanding of reading, spelling, writing and mathematics. The progress of every child is monitored at termly progress meetings. Children not making the expected progress will be identified and supported by either the class teacher/ SENCo/Senior Leadership team and appropriate interventions will be offered.

A child is making less than expected progress if their progress:

- Is significantly slower than that of their peers starting from the same baseline
- No longer matches the child's previous rate of progress
- Does not close the attainment gap between the child and their peers.

At times it is appropriate to seek the advice of external agencies, such as the school Educational Psychologist to identify more specific conditions/learning difficulties and offer advice. These assessments do not change the way a child accesses the curriculum however we use these to inform the support needed in class.

In addition, if a child requires further support to make progress we may apply for the child to be assessed for an EHCP. Usually, we would apply for an EHCP if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong, and which means that they will always need support to learn
- We think it likely that the child may benefit from special school provision.

Children, who we think will continue to thrive in mainstream schools with support, are less often assessed for an EHCP. Having a diagnosis (e.g. of ASD (Autism Spectrum Disorder), ADHD (Attention Deficit/Hyperactivity Disorder) or dyslexia) does not mean that a child will benefit from having an EHCP.

If the application for an EHCP is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as any barriers they may face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

### **As a school how do we approach SEN?**

#### **Support available**

Our universal offer is such that all children are supported to thrive regardless of starting point. Our aim is to have a great teacher in every classroom, all of whom are committed to and capable of delivering high quality inclusive education. We ensure all our young people are supported to read fluently, can fully access their curriculums and are equipped with good literacy and numeracy skills by using adapted resources and scaffolds for all in need (e.g. writing frames, enlarged texts, visual timetables, overlays, sloped writing boards, pen grips) We have regular check-ins to support readiness to learn as well as a whole-school focus on wellbeing & resilience.

### **How will the school ensure all staff are aware and understand my child's SEND?**

Transition meetings take place between year groups and between external providers (eg. pre-schools). At these meetings, specific needs are discussed along with the strategies that have been used. If your child has a medical disability their needs are made known to all the relevant people. We will invite professionals into school to discuss conditions such as diabetes and epilepsy to ensure that staff knowledge is secure. We have trained staff members and have adopted the approach that all teachers are teachers of SEN children.

### **How will the school communicate with parents/carers if there are concerns about a child's learning?**

If there are concerns regarding a child's progress, the child's class teacher will contact parents to discuss progress. If there are further concerns, a meeting may be held between parents, the class teacher and the SENCo. Such a meeting would help to identify the next steps in ensuring appropriate support for the child.

### **How is support allocated?**

All teachers at Naburn Primary School are teachers of SEND children. However, there are times when extra support is needed to ensure children reach their full potential. One example of doing this is by providing teaching assistant (TA) support where it is most required.

### **Other people and organisations that provide services to our school**

We welcome the support of outside agencies and work closely with the staff from the Educational Psychology Team, Behavioural Support, Speech and Language service, Child and Adolescent Mental Health (CAMHS), Youth Support Workers, Education Service for Physical Disability (ESPD), Integrated Sensory Support Service, Social Care and Occupational Therapy.

### **How is our school accessible to children with SEND?**

At Naburn, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to continue to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with SEND.

The school environment is disability friendly; there is ramp access throughout the school along with an easy access toilet and we have a lift to the first floor. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with sensory disabilities, for example. All our classrooms are inclusive: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.

We recognise achievement and expertise in all curricular areas. Our bespoke curriculum allows for it to be modified and presented in different ways, to make it more accessible.

### **Training and resources**

Staff development is very important at Naburn Primary School and as such we spend a great deal of time investing in professional development for all staff. Staff have had access to internal training opportunities along with training provided by outside agencies. Training has covered dyslexia, effective use of teaching assistants, autistic spectrum conditions awareness, speech and language, guided reading, writing, mathematic strategies.

### **Roles and responsibilities**

#### **SENcos – Rachel Uttley/Kate Durham**

- Implement Teaching Assistant support

- Inform Governors of SEN issues on a regular basis
- Ensure SEN Policy is in place
- Ensure Access plan is in place
- Administer or arrange for diagnostic testing as required
- Liaise with class teachers/outside agencies and other professionals as required
- Organise Annual Reviews and IEP reviews and meetings
- Conduct Support Plan reviews three times per year
- Provide evidence of progress of children with additional needs
- Deployment of teaching assistant support

### **The child**

- Be aware of and discuss targets with class teacher/ SENCo
- Attend review meetings if appropriate

### **Class teacher**

- Adapt teaching approaches to reflect the range of needs within the class
- Be aware of school's SEN Policy
- Provide, write and implement Support Plan in consultation with SENCo
- Regularly review targets with child and parents
- Monitor Progress
- Identify on planning, deployment of additional support and/or resources

### **Teaching assistant**

- Be aware of the school's SEN Policy
- Liaise with class teacher and SENCo about individual children
- Record progress of the children as required by the class teacher, SENCo or other professionals

### **Parents**

- Supporting child as necessary
- Liaising with school as necessary
- Attending reviews/meetings on a regular basis
- Regular meetings with SENCo and attending Passport meetings

### **Governors (SEND Governor – Anne Clark)**

- Implementation of budget
- Reporting to parents
- Review the effectiveness of the SEND Policy annually.

### **How will children be supported during transitions to another setting/school?**

There are a number of transition meetings which take place throughout the school. In Year 6, meetings take place between us and the feeder secondary schools. These meetings are held to share data, attendance, individual education plans and pastoral information.

We believe in early intervention. Close liaisons with pre-schools and Childminders are important and are held in the summer term before your child starts Reception in September. The Early Response team will be included in these if necessary.

In terms of transition between year groups, systems are in place to ensure that the following class teacher is aware of specific needs and next steps in learning. For example, they may attend the Summer term annual review for children with an EHCP and also the IEP review session which is held with parents.

### **Working with parents and children**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed at parents' meetings or during informal meetings to discuss the child's progress.

Once a child has been identified as having SEN, and agreed with the parents/carers, the SENCo will invite the parents to a meeting to:

- o Formally let them know their child is being placed on the register
- o Discuss any assessments/observations that have been carried out
- o Agree a support plan and provision in school to support their child

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Thereafter, parents - and children – are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In preparation for these meetings the child's previous support plan will be reviewed and a new copy of targets and suggested provision completed. These are completed by the class teacher with any necessary liaison from the SENDCo and other outside agencies.

### **Bullying**

The school has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both parties in accordance with our Anti-bullying policy.

### **Concerns/complaints**

The first point of contact should be the class teacher. There are 3 parents' meetings for children with SEND that are held throughout the year, however, at Naburn C of E Primary School the teaching staff are always happy to discuss children's progress and attainment at any given point in the year. Parents can also contact to request a meeting with the school SENCo, who would be happy to answer any questions or concerns.