



Ellington Primary School

SEND Policy

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Completed by:

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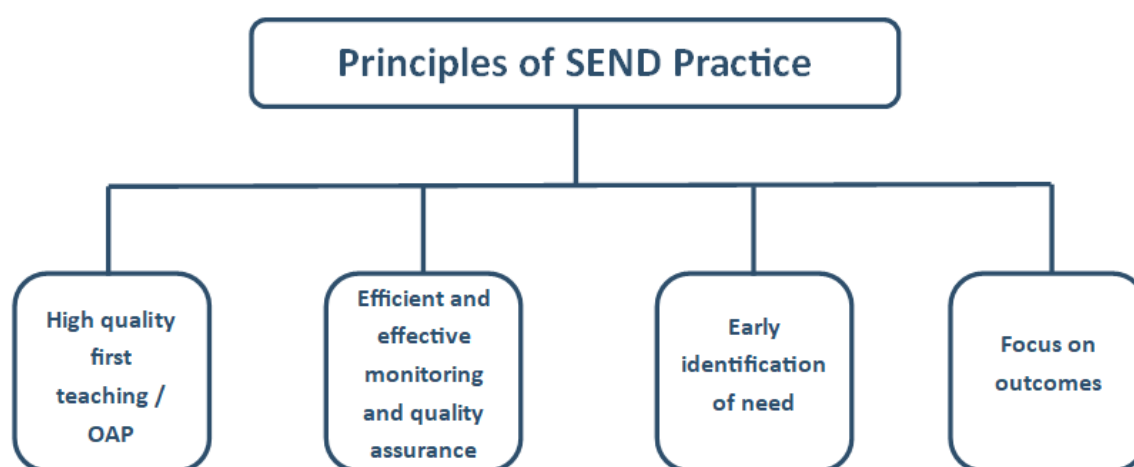
Miss. E. Pink (Governor with responsibility for SEND)

Statement of Intent

Our school motto is 'Believe and Achieve'. At Ellington Primary School, we promote high standards for all pupils, regardless of their particular needs. All pupils are offered inclusive teaching, which enables them to make the best possible progress and prepares them for the next phase of their education, ensuring that they are ready to deal with any challenges ahead.

We offer a range of provision to support children with communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical needs. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to be the best they can be.

Principles of SEND Practice



Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (January 2015)
- Schools SEND Information Report Regulations (2014)
- Prevent Duty guidance (2023)
- Keeping Children Safe in School (Sept 2025)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding and Child Protection Policy
- Accessibility Plan and Policy
- Teachers Standards 2012
- Early Career Teachers (2019)- adaptive teaching standard 5

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2015) states:

Xiii 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.

Xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with '*...a physical or mental impairment and the impairment has a long-term (more than 12 months) adverse effect on their ability to carry out normal day-to-day activities*'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

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

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught sensitively and inclusively with a view to promoting their independence.

All children have access to a challenging curriculum, which is broad, balanced, relevant and adapted when it is appropriate. When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well-being and development. Our SEND Information Report, which is on our school website, provides further information about the agencies we work with.

Identification of 'SEND'

A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Some children arrive at our school with identified SEND, in which case the SENDCo will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision. Where appropriate, they will be added to the SEND register.

If, during a child's time at our school, teachers have a concern that a pupil is not making good academic progress or that they may require additional support, they take action quickly. They will complete an 'Initial Action Form' which will state the target and provision to be put in place for the child. They will then monitor and review the child's progress for a period of 6 weeks.

If concerns persist after this 'Initial Action' due to limited progress or further concerns emerging, teachers will involve the SENDCo in planning additional provision. At this stage, the child will be added to the SEND 'watchlist'. The time scale for the review of this provision should be a minimum of 6 weeks and a maximum of 12 weeks.

Many children may be subject to these periods of monitoring and review, receiving time-limited, evidence based and targeted interventions. On review, any children who have not made the expected progress towards age-related expectations will be added to the SEND register, with the signed consent of their parents /carers. At this stage a formal 'Passport' will be made in consultation with parents/carers and, where appropriate, the child.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCo or the Head teacher. The 'Initial Action Form' would be completed and the child would follow the above monitoring and review periods.

End of term data is scrutinised by the SENDCo and the Headteacher during Pupil Progress meetings to identify children who are not meeting age related expectation who may also be subject to the 'Initial Action' procedure.

Absences are monitored for children on the SEND register and children on the SEND watchlist.

No child will be added to the SEND register without the prior consent of a parent/guardian. Parents/Guardians will be required to sign a consent form before their child is added.

SEND Support

Where a child is identified as having a SEND we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions are made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions. Plans (Passports or SEND Support Plans) will be implemented that aim at removing barriers to learning and putting effective special provision in place. These plans are continually reviewed by staff working with the children and they are formally reviewed termly. At the point of termly review, parents are invited to attend a meeting to discuss their child's plan. During this meeting there will be a discussion of the child's progress, the provision they receive and future targets.

Class teachers and the SENDCo are available for further discussion by appointment through the school office.

At Ellington Primary School we follow the graduated approach to SEND:

	Level 0	Level 1	Level 1+	Level 2	Level 3	Level 4	Level 5
Provision	Quality First Teaching / OAP	QFT / OAP	QFT / OAP + targeted support provision	QFT / OAP + targeted support and provision to access some aspects of NC	QFT / OAP + targeted support to access some aspects of NC	Significant level of additional support	Bespoke EHCP informed curriculum
	No additional need	Some additional support needed				Detailed support plan	Very high level of Support
	Professional judgement used to allow settling in period	Initial Action sets SMART target and targeted provision/support to meet need	SENDCo surgery to agree targets/provision	Meet with parents → make 'Passport'	Support from outside agencies - discuss starting SEN support plan	EHCP application	Level 6 Long term complex difficulties
	Universal offer	(6 weeks) → After 4 weeks if needs continue complete SEND referral form	Added to 'watchlist' and provision map	Internal support + Intervention offered	External agency advice / support	Support from EHCP to access curriculum	Potential change of provision
	Initial Actions	SEND Referral Form	SEND Register	Potential EHCP application			

Our school's graduated approach to SEND

Level 0: High Quality First Teaching / Ordinarily Available Provision

All children receive High Quality First Teaching. We create an inclusive environment for all children using the principles that reasonable adjustments and adaptations are made by teachers to support an inclusive environment in line with Northumberland County Council's OAP documentation. We believe that, 'If it is right for the most disadvantaged and vulnerable children, it is right for everyone'. We are continuously evaluating, assessing and improving the quality of our teaching across school and strive to create a school environment which is inclusive for all pupils by design, regardless of their needs.

Level 1: Initial Action

Where a teacher has a concern that a pupil is not making the expected academic progress or that they may require additional support, they should take action quickly by completing an

'Initial Action' form which identifies the main area of need and a description of the concerns. A SMART target is then set for the pupil and additional provision is planned to address the area of need. The provision will be reviewed after 6 weeks with the SENDCo's support.

Level 1+: SEND Watchlist

If there has been limited progress in the first 4 weeks of Level 1, the class teacher should complete a SEND referral form which identifies the primary area of need and any additional areas of need, current attainment, strategies already tried and the support requested from the SENDCo. The SENDCo will record the child on the school 'watchlist' and support the class teacher to identify targets and appropriate provision. This provision will be recorded on the provision map and will be reviewed after a minimum of 6 weeks and a maximum of 12 weeks.

Level 2: SEND Register / Pupil Passport

If after a period of support as identified during Level 1+, including discussions with the SENDCo, the child has not made sufficient progress during the allocated time frame (or sooner if appropriate), the teacher will gain parental consent to add the child to the SEND register. A SEND Passport will be created that formally identifies the primary area of need and any additional areas of need, what targets the child will have, what support and intervention is going to be put in place during the next cycle including details of who this going to carry out this input. At this stage 'pupil voice' will be recorded. There will be an individual monitoring book established. This provision will be reviewed formally at least termly and the outcomes will be RAG rated. The Passports will be shared with parents during a dedicated meeting. Information will also be shared with staff if they need to be aware of presentations. The SENDCo will provide support to class teachers in identifying targets and provision and will be involved in quality assuring targets, intervention and passports.

Level 3: External agencies involvement / SEND Support Plan

Where a child continues to make less than expected progress, despite interventions over a minimum of 2 cycles, teachers, the SENDCo and parents will decide whether a referral to a specialist outside agency would be appropriate to guide further targets and interventions. The SENDCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. This work will be quality assured by the SENDCo and teachers and progress monitored.

Level 4: Potential EHCP

Where provision is not making a sufficient impact on the child's progress and there is still a significant concern, the school, after consultation with parents and other professionals, will submit a Consideration of Statutory Assessment (COSA) to the Local Authority with the aim of being granted an Education, Health and Care Plan (EHCP). Parents can also submit COSAs.

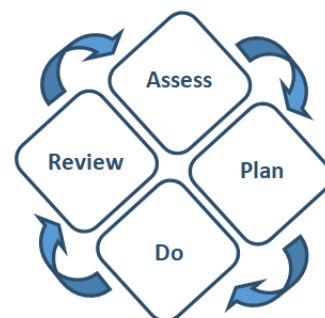
Level 5: EHCP

Where an EHCP had been allocated, the teacher and SENDCo will ensure that the individualised curriculum described in the EHCP is put in place. This will be formally reviewed each year (or every 6 months in EYFS) in an 'EHCP Annual Review Meeting'.

Level 6: Provision Change

In a situation where long-term complex difficulties persist and are likely to require specialist support, staff and families work together to apply to relevant specialist provisions.

Central to this plan are cycles of 'assess, plan, do and review' (APDR):



- **Assess** - In identifying a child as needing SEND support, the class teacher, working with the SENDCo, the child, the child's parents/carers and any involved professionals, will conduct an assessment of the child's needs. This assessment can be made using a variety of tools such as 'Testbase' assessments, phonics screenings, Boxall profile etc.
- **Plan** - In collaboration with the SENDCo where appropriate, teachers plan their intervention of individual pupils based on any assessment data and external advice. These are tailored to the main barrier(s) to learning for each individual pupil. Interventions are added to the provision map.
- **Do** - Intervention is then put into place and the outcome intention is made clear, as is who is delivering it and how often. The class teacher remains responsible for working with the child on a daily basis. Teachers will provide Quality First Teaching which is informed by the 'Northumberland Ordinarily Available Provision' document. With support from the SENDCo, they oversee the implementation of the planned interventions. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child.
- **Review** - Throughout the intervention, records are regularly made by the staff involved in delivering the intervention. The Targets and provision are formally reviewed and progress measured at least termly. Termly reviews, take the form of RAG rating targets on childrens' individual paperwork and also reviewing progress on intervention plans. This information is utilised in the revision of the support for the following cycle. At this stage, parents are also invited into school so that they have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Quality Assurance

Our termly Monitoring and Evaluation timetable has time built into it to quality assure the SEND provision on offer. This aims to:

1. Ensure that provision on Passports and SEND Support plans is taking place
2. Ensure that the input is high quality
3. Ensure that children are making progress
4. Allow the SENDCo to offer support to class teachers

The SENDCo has a weekly time to support where needed.

Home School Partnership

- At Ellington Primary School we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.
- All parents/carers are invited to meet with their child's class teacher termly at parents' evenings or following receipt of a written report. Additional appointments are offered for parents/carers with children on the SEND register during the termly review of their Passport / SEND Support plan .
- All parents and /or carers are invited to attend curriculum evenings and parent workshops on a regular basis and are have access to information on how to support their children at home via the school's website.

Pupil Views

- Children's views matter to us.
- All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEND pupils are also asked about their views and this information is recorded on their termly Passport.
- For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given.

Communication

In order to ensure the most effective 'SEND' provision, the SENDCo has the following procedures in place:

- Regular meetings with the Head teacher.
- Regular meetings with EYFS leader, who is also part of the SLT.
- Regular meetings with Governors, including the Governor responsible for SEND.
- Termly staff meetings, with all Class Teachers, to discuss children on the SEND register and their provision, as well as further meetings and discussions as required.
- Pupil progress meetings.
- Regular meetings with the Teaching Assistants.
- Termly review of interventions being delivered across the school.

- Regular meetings with the SALT representative and with representatives of other agencies on a needs basis.
- Termly 'Monitoring and Evaluation' timetable.

Access to Extra-Curricular Activities

All of our children have equal access to breakfast, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

Transition Arrangements

We understand how difficult it is for children as they move into a new class or a new school and provide support, according to the individual needs of the child, to make transitions as smooth as possible.

Within school transition support includes:

- 'Welcome to Year x' information sent to parents to explain expectations.
- Where appropriate, children with SEND needs can be offered:
 - ❖ A personalised 'transition booklet' containing e.g. photos of the teacher in their next class.
 - ❖ Additional meetings for the parents and/or child with the new teachers.
 - ❖ Additional visits to the classroom environment.
- All classes receive a transition lesson planned through the PSHE curriculum.
- There is always a 'moving up' day experience in school for all children.

Transition to Secondary School support includes:

- Phase change reviews for Year 6 pupils with EHCP's, which are held, where possible, in the Summer Term of Year 5 or the Autumn Term of Year 6. The secondary school SENDCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. additional visits.
- The SENDCo and Year 6 teacher liaise with the staff and SENDCo's of receiving secondary schools to share information and make appropriate arrangements.
- On many occasions staff from receiving secondary provision visit the children in our school setting.
- We work closely with the NHS Primary Mental Health team (through the Be You organisation) and they offer a transition workshop for Year 6 pupils in the summer term.

Staff Development

The school is committed to providing INSET and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'. This includes external agencies providing training, external agencies phone consultations and in house training. Teachers have a termly staff meeting to ensure clarity about school procedures e.g. passports, SEND support plans and monitoring books. The termly staff meeting also provides time for reviewing existing plans and provision with the support of the SENDCo.

The role of Governors

The Governing Body challenges the school to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The SENDCo meets with the designated SEND governor on a termly basis.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Conclusion:

At Ellington Primary School, we promote high standards and all pupils are offered inclusive teaching, which enables them to make the best possible progress and prepares them for the next phase of their education ensuring that they are ready to deal with any challenges ahead.

Related policies

This policy should be read in conjunction with the SEND Information Report and other school policies and documents particularly:

- Accessibility Policy
- School Accessibility Plan
- Positive Relationships Policy
- Online Safety Policy
- Equality Objectives
- Mental Health and Wellbeing Policy
- Anti-bullying Policy
- Safeguarding information
- Physical Intervention Policy

Monitoring and Review

This policy will be reviewed on an annual basis by the SENDCO and headteacher. The next scheduled review date for this policy is April 2027. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix 1 Broad areas of need: Code of Practice (0-25) 2015

Communication and interaction

- 6.28 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 communication. 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.
- 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- 6.30 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.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- 6.32 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.
- 6.33 Schools and colleges 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. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- 6.34 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 impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- 6.35 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.