



# SEND Policy

Reviewed September 2025

Signed         *Garin Storey*          
Headteacher

## **Cullercoats Primary School** **Special Educational Needs and Disability (SEND) Policy**

This policy was created by the school's Special Educational Needs Co-ordinator (SENCO), the governing body of Cullercoats Primary School and in liaison with the Senior Leadership Team, staff and parents of pupils with Special Educational needs and Disabilities (SEND). The SENCO, Mrs. Jane Armstrong, is also a member of the SLT.

Cullercoats Primary is an inclusive school. We take safeguarding very seriously and our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies. Our Local Offer for parents and children with SEN and disabilities can be found on our website. This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Mrs Jane Armstrong – SENCO. Please make an appointment with the school office if you wish to speak to the SENCO.

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

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCO.
  
- There are four broad categories of SEND:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Physical and sensory

We have children in all these categories of SEND. We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

### **Our School**

- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

- We have high expectations of all our children. We aim for children on our SEND register to make progress which compares well with the progress made by other children in school.

## **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 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv Our objectives are:**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

## **Identifying children at SENS (SEN Support)**

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored by the class teacher through termly assessment. Where children are identified as not making progress in spite of Quality First Teaching teachers complete a registration of concern with the SENCO and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child; as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them when necessary. Frequently, the concern can be addressed by Quality First Teaching or some parental support. The

SENCO may undertake a range of standardised tests with children. She can use these assessments to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents may be advised to contact their GP if they think their child may have Autism Spectrum Disorder (ASD) or Attention Deficit Disorder (ADHD) or some other disability. Where the school also has those concerns the SENCO can also refer to health professionals. Following a period of intervention and monitoring, parents, teachers and the SENCO may agree to add the child to the school's SEND register.

## **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 either at parents' meetings (autumn and spring terms) 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. Once a child has been identified as having SEN, the class teacher and SENCO will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SENS
- Discuss assessments that have been completed
- Agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review', required in the Code of Practice. The SENCO keeps a record of the meetings and will follow up on the actions agreed in the meeting. Thereafter, parents are invited to a meeting each term to review progress made, to set targets and agree provision for the next term.

## **Planning for children at SENS**

Once a child has been identified as needing SENS the following plans are put in place.

- A termly education plan outlining areas of need, targets to be achieved and the provision and support provided to achieve them.
- The plan is reviewed termly and shared with parents

Plans are recorded on Provision Map software.

## **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality teaching, targeted support at SENS and up to 10 hours of support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHCP if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is life-long and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision. Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCP. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

## **Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, to achieve their potential. Children with SEND are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on their education plan. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at SENS are matched to their needs and ability. Interventions are often crucial in ensuring progress, so are monitored closely by both the class teacher and by the SENCO who will share information with parents at review meetings.

- Interventions are planned termly
- At the end of each term, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENCO monitors interventions to identify 'what works'.

## **Adaptations to the Curriculum, Teaching and Learning Environment**

The school is on one level, corridors are wide and we have an easy access toilet. We will aim to make reasonable adjustments to accommodate children with physical disabilities. Other adaptations to the physical environment can be made, as appropriate, to accommodate children with other sensory disabilities. All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, ADHD, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class, differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

## **Access to extra-curricular activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation 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. We aim to ensure that no child is excluded from a trip because of SEND.

## **Staff Expertise**

The school's SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND. All teachers have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-

house or LA courses, provision of information and guidance towards useful websites. All TAs work with children with SEND. If we identify difficulties we cannot support without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

### **Children with social, emotional and mental health needs**

Behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete an Early Help Assessment (EHA) with the family and support the child through that process. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to the Children and Adolescent Mental Health Service (CAMHS). If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills or therapeutic interventions. All children's behaviour is responded to consistently, in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. We have a zero tolerance policy towards bullying and are mindful of the vulnerabilities of children with SEND in our whole school approach to positive behaviour. In addition, we are aware of the safeguarding risks associated with SEND and staff receive training in order to raise their awareness of this and follow advice and procedures in the Child Protection Policy.

### **Transition Arrangements**

Transition into and within school:

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School:

Transition reviews for Year 6 pupils are held in the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc.

## **Governors**

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 Governor with particular responsibility for SEND is Mrs Helen Perfect. The SEND Governor does not have access to individual children's personal information and any discussions recognise the rights of families to confidentiality. The SEND Governor meets with the SENCO regularly to discuss issues pertaining to SEND.

## **Feedback**

The school works in partnership with parents to ensure a collaborative approach to meeting pupils' needs. We welcome the opportunity to discuss concerns and improve practice and we strive to resolve difficulties at the earliest opportunity. Any concerns we are unable to resolve will be addressed through the school complaints policy.

## **North Tyneside's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. North Tyneside's Local Offer is available from the LA website. For further information, please follow the link below:

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

## **Cullercoats Primary School Information Report**

Cullercoats Primary School's Information Report gives more detail about the ways in which we support pupils with special educational needs and disabilities. This can be found on the school website.

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school.

## **Review Framework**

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed:   
Head of School

Review Date: September 2026