



Seaton St Paul's C of E Junior School

POLICY FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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SEATON ST PAUL'S C OF E JUNIOR SCHOOL

POLICY FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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Seaton St. Paul's C of E Junior School Policy for "Pupils with Special Educational Needs and Disabilities" has been devised with due consideration to and in line with guidance given in:-

DfE: '[Special educational needs and disability code of practice: 0 to 25 years](#)'

DfE: '[Supporting pupils at school with medical conditions](#)'

DfE: '[Keeping children safe in education](#)'

STA: '[Pre-key stage 2: Pupils working below the national curriculum assessment standard](#)'

STA: '[The Engagement Model](#)'

Cumberland Council: '[Ordinarily Available Provision](#)'

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Seaton St. Paul's C of E Junior School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

A SPECIAL EDUCATIONAL NEED CAN BE DEFINED AS:

'A significantly greater difficulty in learning than the majority of children of the same age'.

and/or

'A disability, which either prevents or hinders a child from making use of educational facilities of a kind, provided for children of the same age in schools within the area of the LA'.

AIM

We aim to enable children with Special Educational Needs or disabilities to achieve their full academic and social potential.

OBJECTIVES

- The early identification of Special Educational Needs.
- The creation of an environment that meets the Special Educational Needs of each pupil.
- The Code of Practice will be used to help access support for all children with Special Educational Needs.
- Effective communication with parents and outside agencies to ensure the expectations of all parties in the process and provision are clear.
- Regular reviews for all children at different stages on the register to help planning and to inform.
- Equal access to a broad, balanced and differentiated curriculum.

ACCESS TO THE CURRICULUM

Access for pupils with Special Educational Needs or disabilities will be achieved mainly through age appropriate classes, adaptive teaching, differentiation and extra support, where available.

As the number of children requiring special help will vary from year to year so the provision made for them, together with staffing ratio and allocation, will also vary.

All children with Special Educational Needs or disabilities will be included in all aspects of school life where possible in line with the Government's statutory inclusion policy, which takes into account the health and safety of all other pupils, staff and visitors to the school.

There will be times however, when, to maximise learning, we ask pupils to work in small groups or in one-to-one situations outside the classroom.

ROLES AND RESPONSIBILITIES

“All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.”

(Code of practice 2014)

The provision for children with special educational needs (SEND) is the responsibility of all members of staff. Mrs Angela White, is the Special Educational Needs Co-ordinator (SENCO)

The responsibilities of the SENCO are:

- The day to day management of the SEND policy.
- Liaising with and advising colleagues.
- Co-ordinating the provision for children with SEND.
- Maintaining the SEND register.
- Liaising with parents and children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the educational psychologist, specialist advisory teacher services, medical professionals, social services and voluntary bodies.
- Managing learning support assistants (STA, TA, and class room assistants)
- Overseeing the records of children with SEND
- Organising the annual reviews and SEN Support Plans of children with Education, Health and Care Plans.

The responsibilities of the Governing Body are:

- Monitoring the implementation of the policy. (Stacey Langcake is the named governor for SEND & Inclusion)
- Reporting termly to Governors on the implementation of this policy.
- Consulting with the LA and other schools when appropriate.

The Governing Body has agreed with Seaton St. Paul's C of E Junior School's admissions criteria, which do not discriminate against pupils with SEND.

IDENTIFICATION, ASSESSMENT, REVIEW AND RECORD KEEPING

The SENCO will work with all the staff to ensure children who may need '*additional to*', or '*different from*' support to that normally found in the classroom, **are identified as early as possible**. That children's progress is regularly monitored and reviewed. That children who are not making adequate progress are identified as having SEND.

Procedures For Identifying SEND

The use of Baseline Tests on entry into year 3 will be used as a strong early indicator of pupils with special educational needs. SENCO transfer information and KS1 SATs results are also used to help identify children with SEND at the earliest stage.

Key Stage 2 Triggers for Concern

When a child

- Makes little or no progress even when teaching approaches are targeted in a child's identified area of weakness.

- Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curricular areas.
- Presents persistent emotional or behavioural difficulties, which are not improved by the school's behaviour Curriculum, including SEMH provision.
- Has sensory or physical problems and continues to make little or no progress despite provision or specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite provision of a differentiated curriculum.

Identification – SEND Support - The Graduated Approach (Assess, Plan, Do, Review)

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent. These are recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will ensure that the support and intervention a pupil receives are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Where outside professionals from health or social services are already be involved with the child, staff will liaise to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them if the parents agree.

Plan

When it is decided to provide a pupil with SEND support, we will notify parents formally. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the pupil's SEN Support Plan.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Parents will be made fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

The plan will be recorded on an SEN Support Plan.

SEN Support Plans should include information about:

1. Area of need.
2. Short term targets.
3. Teaching strategies to be used.
4. Provision to be put in place.
5. Outcomes.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they retain responsibility for the pupil. Teachers will work closely with any teaching 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 SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Class timetables will be produced to clearly show when the interventions are taking place and by whom.

SEN Support activities are recorded in an SEN Support book and on a monitoring sheet that can be used as evidence. This can be used if further support from external agencies is needed.

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.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

After the SEN Support Plans have been reviewed, a child's SEN Support Plan will be placed in the pupil's SEN Support folder.

An SEN Support monitoring form is used by Teachers and Teaching Assistants weekly to closely monitor a child's progress against their specific targets.

All SEN Support Plans will be reviewed termly and review outcomes recorded. Parents and children (if appropriate) will be involved in the review and target setting process.

If there is still evidence that a child is making insufficient progress despite support then the SENCO will seek support of outside agencies and professionals. The SENCO will make a referral using the Early Help Form in collaboration with the class teacher and parents. The SENCO will keep teachers, parents and children fully involved and informed about any proposed interventions.

Specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)

Requesting an Education, Health and Care needs assessment (See Section 9 of the SEND Code Practice 2014)

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school will consider requesting an Education, Health and Care Assessment. To inform its decision the local authority will be presented with evidence of the action taken by the school as part of SEN support.

Following a request for an EHCP assessment, the local authority **must** make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request.

ALLOCATION OF RESOURCES

Money allocated to children with Education, Health and Care Plans is spent on support staff and resources. Money in the school's budget earmarked for SEN support is spent on support staff to work with identified children.

School will continue to build up a variety of resources to enable it to address a wide range of SEND.

The Head Teacher informs the Governing Body of how the funding allocated to support special needs has been employed.

The Head Teacher alongside the SENCo considers, at least annually how to use the funds, including those directly related to Education, Health and Care Plans.

COMPLAINTS PROCEDURES

If a parent is concerned about provision for SEND, the normal complaints procedure (as detailed in the School Prospectus) should be followed.

Under the Children and Families Act 2014 parents can request the services of an independent disagreement resolution and mediation. The SENCo will provide more information about this upon request.

PARTNERSHIP WITH PARENTS

Class teachers work closely with parents throughout their child's education. Parents should in the first instance contact the class teacher in case of any concern or difficulty.

The school provides information about the Cumbria SEND IAS (Information, Advice and Support) Service (Parent Partnership) service to all students with special educational needs upon request. Our local Independent Support Service can provide independent support and advice and can be contacted at: Cumbria SENDIASS. Further information can also be found on Cumberland Council's Local Offer:

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

At all stages of the SEND process, school keeps parents fully informed and involved. We take account of wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education. Meetings to review SEN Support Plans and discuss new targets will be arranged regularly.

PARTNERSHIP WITH CHILDREN

Children are involved in the SEN Support Plan process, where appropriate, noting and celebrating their achievements and agreeing new and challenging targets. Children's views are recorded in an appropriate manner.

LINKS WITH OTHER AGENCIES

The school works closely with appropriate external agencies, which may include:-

- Educational Psychologist (EP)
- Special Advisory Teachers
- Speech Therapists
- School Nurse
- Social Services
- Voluntary Organisations

LINKS WITH OTHER SCHOOLS

The SENCO, Class Teacher and support staff liaise with the SENCO at the Infant and Secondary Schools to ensure that effective arrangements are in place to support children at the time of transfer. This usually takes place at the final annual review in the current school for children with EHCPs, or in the Summer term for those children on other stages on the SEN register.

When a child transfers to another primary school their records are transferred within 15 days of transfer. (If parents inform school of the move before leaving).

SEND INSERVICE TRAINING

This will be identified and addressed annually when planning staff development.

Staff will be encouraged to attend appropriate courses.

The SENCO will attend SENCO meetings/conferences and feedback to staff.

The SENCO will provide any in-school training necessary.

AIMS FOR SEND CHILDREN

- To give a feeling of success and progress.

- To encourage the recognition of the value of their own contribution to their learning and to be fully involved in this.
- To encourage the development of qualities which allow children to relate positively to others.
- To develop skills and enable independence.
- To create a positive self-esteem.
- To develop confidence.

SUCCESS CRITERIA

The success of this policy is judged against the aims set out above. The policy is renewed annually and the Governing Body will comment on its implementation.

Policy Review: Annual

APPENDIX A

SEND Support

All class teachers plan for SEND pupils in all lessons across the curriculum. SEND support strategies have been created by subject leaders for all subjects to support teachers in meeting the needs of all children in all curriculum areas.

Teaching Assistants

Support staff are deployed by class teachers and this is indicated on the class timetable. Children receiving SEND support will receive a range of support. This may include 1:1 support sessions or small group support.

ELSA – Emotional Literacy Support Assistant

Two STAs are trained to be ELSAs. Their role is to support the emotional wellbeing of pupils. They are trained by a team of educational psychologists. Staff will provide 1:1 or small group sessions for pupils who need support to manage emotions.

Social Skills group

This group is run by an STA and will focus on the development of social skills. Each child in the group will have targets that they will work on in the group. These are reviewed termly and will be stored in the child's SEN Support folder.

SEN Support Plan Reviews

SEN Support Plan reviews are in collaboration between teaching and support staff.

After the reviews, the reviewed SEN Support Plan and evidence will be placed in a plastic wallet and put into the relevant section of the pupil's SEN Support folder.

Time will be allocated at review periods for this work to be completed thoroughly.

Monitoring

Each term, SEN Support files, books and monitoring sheets will be monitored by the SENCO and discussed with the Head Teacher.

The pre-key stage standards are used for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.

If a pupil is working below the standard of these pre-key stage standards, their outcome will be reported using the engagement model.

APPENDIX B

SEND Code of Practice 2014

The following information is a guide to assist teaching staff in their assessment of pupils and to help teachers to determine at what stage of the new Code of Practice, pupils should be included.

SEND support

Pupils that require support '**different from and additional to,**' that which can be provided in the classroom through a differentiated curriculum, are considered to have Special Educational Needs.

At the writing of SEN Support Plans and at reviews, **parents and pupils must be involved.**

The approach we take, to write an SEN Support Plan, following a discussion with the pupil and then discuss it with parents is accepted good practice. At this meeting, however, parents' contributions are vital and could result in the SEN Support Plan being altered.

Parents must be asked for their contribution and concerns and responses should be recorded at the time of the meeting.

Once SEND support arrangements have been discussed with parents, they should be explained to the pupil concerned and notes should be taken of pupil's opinions/thoughts, if appropriate.

SEN Support Plans must be signed by teachers, parents and pupil. This shows parental and pupil agreement to action proposed.

This action needs to be firmly in place for a sustained period of time, at least two SEN Support Plan reviews, usually two terms. If there are serious concerns, specialist advice would be sought due to intervention/strategies having had **little or no impact on pupils' attainment.**

At this stage, the relevant specialist agency could:

- Review SEN Support Plans
- Observe in lessons
- Talk to teachers, pupils etc.
- Assess formally
- Talk to parents
- Visit home

Following the chosen intervention, a report will be written and recommendations will be put in place. Parents will also receive a copy of the specialists report.

The recommendations in the report will then be used to form the basis of the new SEN Support Plan. At this point, parents need to be consulted and involved in discussions about the new SEN Support Plan.

The pupils must also be consulted and their thoughts and opinions recorded. The specialist will then review the effect of the new SEN Support Plan at a later date. Specialists should make the review appointment, but staff need to be aware of the review period to contact the specialist should this be necessary.

Good practice would be to set a date for the review before the specialist leaves the school.

EHCP Assessment

This can be activated by:

- A request from the school (unlikely to be an option available to the school, unless specialists recommend this).
- A request from the parents.
- A request from other agencies such as Doctor, Social Worker etc.

If school makes a request, then all the evidence from SEN Support Plan, SEN Support Plan reviews, reports from specialists, National Curriculum levels of attainment etc. need to be in place to make a very strong evidence base for the referral.

If another agency makes a request then the above evidence must also be firmly in place and at hand in order to write a detailed report on behalf of the school.

EHP

An EHCP is a legal document and parents must agree to uphold their part of the EHCP.

Within an EHP there will be very specific requirements for teachers and parents.

If parents do not adhere to their EHCP responsibilities, then the EHCP can and will be revoked as parents are seen as equally responsible for the success of the EHCP.

At the review, the questions will be specific. For example: Has this EHCP changed anything for this child? Where is the value for this child? For the purposes of the review, it is very important that the school has kept evidence of the impact on the child.