

# Seaton Sluice First School



## SEND Policy 2026

Written by: Danielle Williamson October 2026

Role: Assistant Headteacher and SENCO

Approved by: Nicola Taylor (SEND Governor) – to be agreed by full governing body in Autumn  
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Date to be reviewed: October 2027

Welcome to our SEND Policy. This policy sets out our approach to identifying and meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). It should be read alongside our SEND Information Report and Northumberland County Council's Local Offer for SEND. The Local Offer provides information about education, health and social care provision available for pupils with SEND and their families in Northumberland.

More information on the local offer can be found at:

<https://www.northumberland.gov.uk/Pupils/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

Schools have a statutory duty to publish information about the implementation of their SEND policy—This information can be found in our separate SEND Information Report.

### **Our Vision**

Our SEND Policy supports our whole school vision of 'Nurturing Excellence.'

We work in the best interests of every pupil and we are committed to a policy of inclusion.

Our aims for SEND are:

- All pupils with Special Educational Needs and Disabilities (SEND) will be able supported to access and participate in a broad and balanced curriculum
- Our work will always be child-centred with the views of the pupil considered in light of their age and understanding
- Parents & carers will be valued as partners in their child's education through regular communication, consultation and engagement

### **Policy Development**

This policy is written in line with the requirements of:

- The Children & Families Act 2014
- The Equality Act 2010
- Special educational needs and disability code of practice: 0 to 25 years (DfE/Department of Health, 2015)

It has also been written with reference to the following statutory guidance and professional standards:

- Supporting Pupils at School with Medical Conditions: Statutory Guidance (DfE, December 2015; updated August 2017)
- The Teachers Standards (DfE, 2011; introduction updated 2012)

## **Policy Consultation & Review**

This policy will be reviewed regularly and updated where there are changes to statutory requirements, guidance or school practice. The Governing Body will maintain oversight of the policy and its implementation. We inform all new parents and carers about this policy and it is always available on our website. A hard copy can be obtained at the school office.

We would welcome your feedback and future involvement in the review process. The best person to contact would be Mrs Williamson via the school office email or school telephone number below:

[admin@seatonsluicefirst.co.uk](mailto:admin@seatonsluicefirst.co.uk)

0191 2371839

## **Definition of SEN**

A child or young person has special educational needs (SEN) if they 'have a learning difficulty or disability which calls for special educational provision to be made for them' (SEND Code of Practice, 2015, p15)

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

- Have a significantly greater difficulty in learning than the majority of others of the same age.

or

- Have a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## **Definition of Disability**

Some pupils and young people with SEN may also have a disability under the Equality Act 2010. A person is considered disabled if they have *"a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."*

'Long-term' generally means that the impairment has lasted, or is likely to last, for at least 12 months, and 'substantial' means more than minor or trivial.

Not all pupils with a disability will have SEN. A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made for them.

## **The Role of the SENCO**

All mainstream schools and academies in England must have a qualified teacher designated as the SENCO for the school. The SENCO must hold, or be working towards within the required timeframe, the mandatory SENCO qualification specified by the Department for Education.

The role of the SENCO is to:

- Alongside the headteacher & governing body, ensure the strategic development of SEN policy & provision
- Oversee the day-to-day operation of the schools SEN Policy
- Co-ordinate provision for pupils with SEN
- Provide professional guidance to colleagues
- Liaise and work closely with pupils, parents & outside agencies
- Maintain up to date records for pupils with SEN

**Named SENCO: Danni Williamson**

**Contact:** [Danielle.Williamson@seatonsluicefirst.co.uk](mailto:Danielle.Williamson@seatonsluicefirst.co.uk)

## **Every teacher is a teacher of SEND**

A pupil's teacher is the key person at school with the responsibility for the education of every pupil and they should be parent/carer's first port of call if there are any concerns regarding their learning. At the heart of The Teachers Standards (2012) is the requirement for all teachers to 'adapt teaching to respond to the strengths and needs of all pupils.'

## **The Role of the Governing Body**

The Governing Body, working with the Headteacher and SENCO, has oversight of the school's arrangements for pupils with SEND and ensures that the school fulfils its statutory duties. Governors monitor the effectiveness of SEND provision, the progress and outcomes of pupils with SEND and the effective use of resources.

A named SEND Governor provides support and challenge and works with the SENCO to maintain oversight of SEND provision across the school.

**Named SEND Governor: Nicola Taylor**

## Identification of SEN

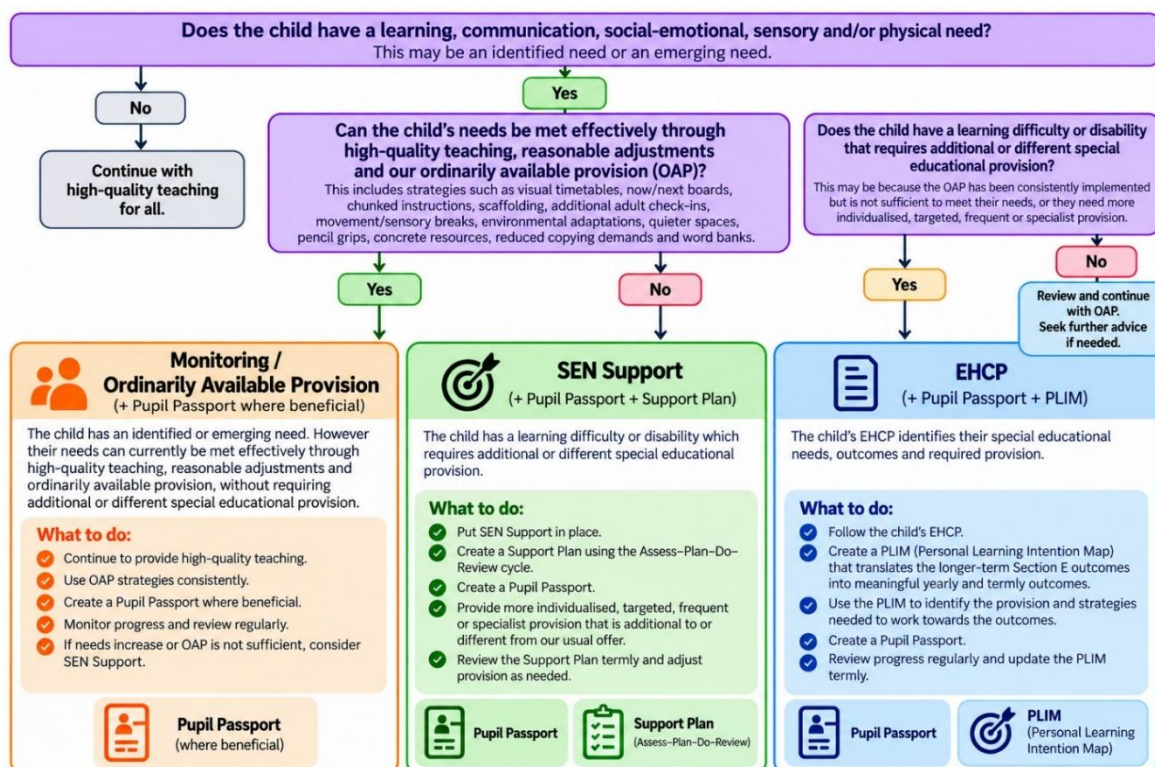
In accordance with the SEND Code of Practice there are four broad areas of need and support. These are:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Sensory and/or Physical Disability

When concerns about a child's learning, development, communication, social-emotional wellbeing or sensory and/or physical needs are identified, these will be explored in consultation with parents/carers. Depending on the nature and level of need and the provision required, a child may be placed on the school's Monitoring Register or, where they meet the definition of SEN and require special educational provision that is additional to or different from that made generally for others of the same age, identified as requiring SEN Support and added to the SEND Register.

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a child being identified as requiring SEN Support. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

When identifying SEN, school will also consider other factors which may affect a child's progress and development, including attendance, English as an additional language and social or family circumstances. These factors alone do not constitute SEN.



## **High Quality Teaching**

High-quality teaching, adapted to meet the needs of individual pupils, is the first response for pupils who have or may have SEN. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Through high-quality teaching, reasonable adjustments and ordinarily available provision, staff will seek to identify and remove barriers to learning and participation. Where concerns remain, a child's needs and response to support may be monitored more closely through the school's Monitoring Register.

Staff undertake regular continuing professional development (CPD), including SEND-specific training, to develop their knowledge and confidence in identifying and meeting a range of needs.

## **Monitoring Register**

Sometimes a child may have an identified or emerging additional need, but their needs can currently be met through high-quality teaching, reasonable adjustments and ordinarily available provision. In these circumstances, the child may be placed on the school's Monitoring Register rather than being identified as receiving SEN Support.

The Monitoring Register enables school to recognise and closely monitor a child's needs, the support and adjustments in place and their progress, without identifying the child as requiring SEN Support. Pupils on the Monitoring Register may have a Pupil Passport where this would be beneficial in ensuring that staff understand their needs and the strategies and adjustments that support them within the classroom.

Class teachers will monitor the child's progress and response to provision. Where concerns increase, or it becomes evident that the child requires special educational provision that is additional to or different from that made generally for others of the same age, the child's needs will be reviewed with the class teacher, the SENCO and parents/carers and they may be identified as requiring SEN Support.

Equally, where monitoring shows that concerns have reduced and the child is accessing learning successfully through ordinarily available provision, they may be removed from the Monitoring Register.

## The Graduated Approach to SEN

Where a pupil is identified as having SEN, to enable the child to participate, learn and make progress, we will take action to:

- Remove barriers to learning
- Put effective special educational provision in place

At Seaton Sluice First School this takes the form of a four-part cycle and this is known as the graduated approach. This is the approach described in the SEND Code of Practice. The four stages of the cycle are:

- Assess - What are the child's successes? What are their barriers to learning?
- Plan - What outcomes or targets are we working towards and what provision will be put in place?
- Do - Implement the planned provision and support.
- Review - What is the impact? What next?

The graduated approach begins at a whole school level. Teachers are continuously assessing, planning, implementing and reviewing the approach to teaching all pupils, in line with the Code of Practice. Where a child has been identified as needing SEN Support this process becomes increasingly personalised.

- Individual assessment leads to a growing understanding of the child's strengths, needs and barriers to learning and participation.
- Continual reflection on approaches to meeting the child's needs lead to a growing understanding of strategies that enable the child to make progress

Pupils who receive SEN Support will also have an Individual Support Plan documenting the four stages of the graduated approach cycle. This plan will also include views from both pupils and parents, as well as identifying any other professionals involved. These plans will be reviewed at least termly and shared with parents.

Where a child has made sustained progress and no longer requires special educational provision that is additional to or different from that made generally for others of the same age, this will be discussed with the child, parents/carers and relevant staff. The child may then cease to receive SEN Support and, where appropriate, be placed on the Monitoring Register to ensure that progress is sustained.

## **Pupil Passports**

All pupils at Seaton Sluice First School, who are receiving SEN Support or have an EHCP, will have their own Pupil Passport. Pupils on the Monitoring Register may also have a Pupil Passport where staff need an individualised, readily accessible record of information about the child that needs to be consistently understood or applied by adults working with them. This may include particular communication needs, reasonable adjustments, signs that the pupil requires support, or specific strategies and resources that help them to regulate, participate and learn.

Where a pupil's needs can be appropriately understood and met through high-quality teaching and ordinarily available classroom practice, without the need for individual strategies to be communicated consistently between adults, a Pupil Passport may not be required.

The need for a Pupil Passport will be considered as part of the school's ongoing monitoring of the pupil and can be introduced, updated or discontinued as their needs change.

Pupil Passports provide a short, practical overview of the child for all adults working with them. They identify the child's strengths and interests, the things they may find difficult, how adults may recognise when they need support, and the strategies, adjustments and resources that help them to regulate, participate and learn.

Pupil Passports are developed with the child wherever appropriate, ensuring their views and preferences are represented. They will be shared with parents/carers and reviewed annually, with class teachers updating them sooner where there is a significant change in the child's needs or the support that is effective.

## **Education, Health & Care Plans**

Not all pupils who have SEN need an Education, Health & Care (EHC) plan to have their needs met. Most pupils with SEN have their needs met with SEN Support.

An EHC plan is for pupils and young people whose special educational needs require provision beyond that which would ordinarily be available through SEN Support. Pupils with EHC plans have Pupil Passports and a Personal Learning Intention Map (PLIM). This document breaks down the child's long-term EHCP outcomes into medium-term yearly outcomes and further short-term termly targets that are reviewed termly.

Pupils under 5 years old will have their EHC plan formally reviewed every 6 months, and pupils over 5 years old will have their EHC plan formally reviewed annually. The school will work with the Local Authority, parents/carers, the pupil and relevant professionals to review the EHC plan through the statutory Annual Review process.

## **Partnership with Parents**

We know that effective partnerships between school and home help to secure better outcomes for pupils. In line with the Code of Practice, parents will be active participants in planning and reviewing the provision that is in place for their child. Parents/carers of pupils with SEN will be kept informed of their child's progress, needs and provision through regular communication with school, including discussions with class teachers and, where appropriate, the SENCO and other professionals.

During these discussions, parents/carers will be able to gain information on:

- Their child's pupil passport.
- Their child's personalised targets on their plan.
- Provisions their child is receiving.

Parents and carers will be treated as partners and encouraged to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND Framework
- Make their views known about how their child is educated
- Have access to information, advice and support about their child's special educational provision

We always welcome constructive feedback and parental involvement in the future review of our SEN Policy. Please do not hesitate to contact us if you wish to share your views.

## **Transition**

We recognise that transitions can bring particular challenges for pupils with SEND. Information about a pupil's needs, successful strategies and provision will be shared appropriately when they move between classes, phases or educational settings.

Where additional transition arrangements would be beneficial, these will be planned according to the individual needs of the pupil and may include additional visits, visual information, meetings between staff and involvement from parents/carers and relevant professionals.

## **Concerns and Complaints**

We aim to work in partnership with parents and carers and encourage any concerns about a pupil's special educational needs or provision to be raised at the earliest opportunity with the pupil's class teacher in the first instance. Further conversations may also involve the SENCO.

Where a concern cannot be resolved informally, parents and carers can raise a formal complaint through the school's Complaints Policy, which is available on the school website.

## Admissions

Seaton Sluice First School is an inclusive school and pupils with SEND are admitted to mainstream places in accordance with Northumberland County Council's admissions arrangements. The school will not discriminate against disabled pupils and will make reasonable adjustments in accordance with its duties under the Equality Act 2010.

Admissions to The Lighthouse Specialist Support Base are managed separately by the Local Authority through the statutory EHCP process.

More information on admissions can be found here:

<https://www.northumberland.gov.uk/education-skills/schools/school-admissions-places-appeals/>

## Links with Support Services and Outside Agencies

When further support or advice is needed, there are a number of services we can access or direct parents/carers to. Where school considers that advice or involvement from an external service may be beneficial, this will be discussed with parents/carers and appropriate consent will be sought where required.

**The following agencies are available for support:**

| Service                   | Provided by:                                                                   |
|---------------------------|--------------------------------------------------------------------------------|
| Speech & Language         | NHS                                                                            |
|                           | Jigsaw Therapy Services Ltd                                                    |
| Occupational therapy      | Jigsaw Therapy Services Ltd                                                    |
| Educational psychology    | NIES Northumberland Inclusive Education Service                                |
| Behaviour support         | Northumberland High Incidence Needs Team (HINT)                                |
| Autism spectrum disorders | Northumberland High Incidence Needs Team (HINT)                                |
|                           | Children and Young People's Services (CYPS) - NHS                              |
|                           | Primary mental health team - NHS                                               |
| Sensory support service   | Northumberland Low Incidence Needs Team (LINT) - Visual and Hearing Impairment |
| Mental health             | Children and Young People's Services (CYPS) - NHS                              |
|                           | Primary mental health team - NHS                                               |
|                           |                                                                                |
| EYFS SEND Inclusion Team  | Northumberland                                                                 |
| General                   | Health 0-19 service - Northumberland Family Hubs                               |
|                           | MySchoolHealth – school nurse                                                  |
|                           | Early Help                                                                     |
|                           |                                                                                |

Parents will always be fully informed **about** the outcome of any external observations and will be given full copies of any reports. Pupils' plans will be updated accordingly.

### **Our Specialist Support Base (SSB) – The Lighthouse**

At Seaton Sluice First School we are very proud to have a Specialist Support Base (SSB) ~~an~~ called The Lighthouse. This is a provision for pupils aged between 4-9 who have EHC Plans. As a designated SEND unit, we have 15 commissioned places for pupils whose EHC Plans name an appropriate specialist placement. Admissions to the SSB are managed by the Local Authority as part of the statutory EHCP processes, in partnership with the school. Pupils attending the SSB may require an individualised curriculum and a higher adult to pupil ratio.

## **Related Policies and Documents**

**This policy should be read alongside the school's:**

- SEND Information Report
- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Admissions Policy

## **Glossary**

This is a guide to some of the commonly used words and abbreviations that you may see in information about education and special educational needs.

SEN - Special Educational Needs

SEND - Special Educational Needs and Disability

SENCO - Special Educational Needs Co-coordinator

SEND COP - Special Educational Needs & Disability Code of Practice

CPD - Continual Professional Development

EHCP - Education, Health & Care Plan

EYFS - Early Years Foundation Stage

KS1/2 - Key Stage 1 or Key Stage 2

DfE - Department for Education

PLIM – Personal Learning Intention Map

ISP – Individual Support Plan