

Seaton Sluice First School



SEND Policy 2024

Written by: Katie Walsh October 2024

Role: Deputy Headteacher and SENCO

Approved by: Nicola Taylor (SEND Governor)

Date to be reviewed: October 2025

Welcome to our SEND Policy. This policy forms part of the Northumberland County Council Local Offer for SEND. The Local Offer is an authority's publication of all the provision they expect to be available across education, health and social care for children and young people in their area who have SEND.

More information on the local offer can be found at:

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

We have a legal duty to publish information about how our school's policy for SEND is implemented and this 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 child and we are committed to a policy of inclusion. Our aims for SEND are:

- All children with Special Educational Needs and Disabilities (SEND) will be able to access a broad and balanced curriculum
- Our work will always be child-centred with the views of the child considered in light of their age and understanding
- Every effort will be made to include parents & carers in the education of their children through regular contact and engagement

Policy Development

This policy is written in line with the requirements of:

- The Children & Families Act 2014
- The Equality Act 2010
- The SEN Code of Practice 2014

It has also been written with reference to the following guidance and documents:

- Statutory Guidance on Supporting Children in School with Medical Conditions. 2014. Updated August 2017
- The Teachers Standards 2012

Policy Consultation & Review

This policy is reviewed annually by the full governing body. 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 Walsh via the school office email or school telephone number below:

admin@seatonsluicefirst.co.uk

0191 2371839

Definition of SEN

A child or young person has a special educational need (SEN) if they:

‘have a learning difficulty or disability which calls for special educational provision to be made for them’ (SEN Code of Practice 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

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect to carry out normal day-to-day activities.’

This definition provides a relatively low threshold and includes more children than many realise. ‘Long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’

The Role of the SENCO

All mainstream schools and academies in England must ensure that there is a qualified teacher designated as SENCO for the school. This person must also achieve a National Award in Special Educational Needs Co-ordination within three years of taking on the role.

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 children with SEN
- Provide professional guidance to colleagues
- Liaise and work closely with children, parents & outside agencies
- Maintain up to date records for children with SEN

Named SENCO: Katie Walsh

Contact: katie.walsh@seatonsluicefirst.co.uk

Assistant SENCO: Sophie Procter (The Lighthouse)

Every teacher is a teacher of SEND

Your child's teacher is the key person at school with the responsibility for the education of your child and they should be your first port of call if you have 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

At Seaton Sluice First School, we are committed to working with all members of our community and that includes our Governing Body. This policy has been reviewed and agreed with the governing body and our current SEN Governor is 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 assessing a child and identifying if they have an additional need they will be assessed using the four areas and, after close consultation with parents, may be put on the schools SEN Register under one of the above categories if a need is identified.

Quality First Teaching

All children and young people should expect to receive good quality and differentiated teaching. This is the first step in responding to children and young people who may have SEN. Our staff partake in continued professional development (CPD) & our SENCO runs specific SEN CPD sessions every term.

The Graduated Approach to SEN

Where a pupil is identified as having SEN, to enable the child to participate, learn and make progress, schools should act to:

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

At SSFS this takes the form of a four-part cycle and this is known as the graduated approach. The four stages of the cycle are:

- Assess - What are the child's successes? What are their challenges?
- Plan - What can be put in place?
- Do - Take action.
- Review - Does it work?

The graduated approach begins at a whole school level. Teachers are continuously assessing, planning, implementing and reviewing the approach to teaching all children, 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 barriers and gaps in learning
- Continual reflection on approaches to meeting the child's needs lead to a growing understanding of strategies that enable the child to make progress

Pupil Passports

All pupils at Seaton Sluice First School, who are receiving SEN Support or have an EHCP, will have their own Pupil Passport. These are created through conversations between children and members of staff and they ensure that the children's views and opinions, on how they learn best, are heard and recognised.

These focus on a child's strengths, their individual targets and will detail the strategies used and the special educational provision the child is receiving. They are reviewed at least every half-term.

Education Health & Care Plans

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

An EHC plan is for children and young people who have complex special educational needs & disabilities that cannot be met through SEN Support. Children with EHC plans have Pupil Passports and their EHC plan will also be formally reviewed annually.

Partnership with Parents

We know that effective partnerships between school and home help to secure better outcomes for children. 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 of children with SEN are regularly informed of their child's learning via face to face meetings with class teachers and the SENCO.

During these meetings, parents 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 children'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.

Admissions

At present our school has no special admission arrangements in respect of pupils with SEND. This is because we aim to make 'reasonable adjustments' to meet the needs of all children. We meet the admission guidance from Northumberland County Council.

More information on admissions can be found here:

<https://www.northumberland.gov.uk/Education/Schools/School-admissions-places-appeals-1.aspx>

Links with Support Services and Outside Agencies

When further support or a report of the specific needs of a child is required the school will always discuss this first with the parents/carers of the child in order to gain consent.

We use the following agencies 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	NIES Northumberland Inclusive Education Service
Autism spectrum disorders	NIES Northumberland Inclusive Education Service
	Child and young people services (CYPS)- NHS
	Primary mental health team- NHS
Attachment	Play therapist provided in school by Rachael McCabe
Sensory support	Hearing impairment, visual impairment, multi-sensory needs
Mental health	Child and young people services (CYPS)- NHS
	Primary mental health team- NHS
	Play therapist provided in school by Rachael McCabe
General	School nursing team – jointly commissioned by NHS & NCC
	EYFS SEND team NCC
	South East Locality children’s services team
	Early Help

Parents will always be fully informed out the outcome of any external observations and will be given full copies of any reports. Children’s plans will be updated accordingly.

Our Additional Resourced Provision (ARP) – The Lighthouse

At Seaton Sluice First School we are very proud to have an Additional Resourced Provision – The Lighthouse. This is a provision for children aged between 4-9 who have EHC Plans who require an individualised curriculum and a higher adult to child ratio. The children who attend the ARP have the opportunity to be on flexible timetables and, when appropriate, access their equivalent mainstream classrooms. Admissions to the ARP are managed by the LA as part of the statutory EHCP processes, in partnership with the school.

For further information on the ARP, please see our website, using the link below:

http://www.seatonsluicesouth.northumberland.sch.uk/web/an_introduction_to_the_lighthouse/557885

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