

St Francis Horndale CE Primary School



Special Educational Needs and Disability Policy

Our Vision

Let your light shine bright!

#inspiredtoshinebright

We aim for all our children to achieve their full potential and to thrive in the modern world. We encourage confident and independent global citizens who have a love of learning. This is underpinned by the teaching of Christian values. These enable children to cultivate compassion, integrity, and respect, fostering their overall development and character formation.

Matthew 5: 14-16 provides us with our school vision that helps us live out the school foundation of educating children living in poverty. Matthew teaches us the need for self-worth, self-confidence and resilience to find and then shine our lights bright. By shining we support the academic and personal development of ourselves and our wider school family.

Written: July 2025

Review: July 2026

Approved by: Governing Body

Introduction

This policy explains how St Francis Horndale CE Primary School identifies and supports children with Special Educational Needs and Disability (SEND).

We are an inclusive school dedicated to providing effective learning opportunities for all students. Every child follows a broad and balanced curriculum, tailored to meet their individual needs. This includes setting appropriate learning challenges, responding to different learning styles, and addressing any barriers to learning and assessment for individuals and groups. In line with our school aims, we follow the Special Educational Needs and Disability Code of Practice: 0-25 years to ensure we meet the needs of all children with SEND.

We will:

- Publish information on its SEND policy and SEND information report which will be available to parents
- Ensure that SEND provision is an integral part of the school's development plan
- Ensure that the quality of SEND provision is continually monitored by the SEND governor, reporting back to the governing body
- Update Family Information Service as part of the LA local offer

Partnership with parents is essential for enabling children and young people with SEND to reach their potential. Parents provide valuable insights that help us understand their child's needs and the best ways to support them. All parents of children with special educational needs will be treated as partners and encouraged to play an active role in their education. Additionally, we will offer information from the SEND Information, Advice and Support Service (SENDIASS), previously known as Durham Parent Partnership Service, to facilitate this partnership.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decisionmaking processes and contribute to the assessment of their needs, the review and transition processes.

The SEND Code of Practice refers to a process for identifying and meeting the needs of children with SEND. This is a continuous cycle of 'assess-plan-do-review' which takes into account the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. Children can be identified through the school tracking system and by teacher assessment.

In order to help children who have special educational needs, we will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may

be experiencing. We will record the steps taken to meet the needs of the individual children.

Special Educational Needs – Graduated Approach

This graduated approach emphasises the importance of agreeing on SEN plan outcomes and regularly reviewing progress to ensure ongoing support fully meets the needs of our pupils.

September – Meeting between SENCO, Class Teacher and TA to discuss if any amendments are needed to the SEN Support Plan agreed in July. Any amendments are shared by the class teacher with parents.

December – The class teacher shares their findings on the reviewed plan and agrees new outcomes for the Spring Term. Parents receive a summary of progress towards SEN outcomes on the Autumn Progress Report.

March - The class teacher shares their findings on the reviewed plan and agrees new outcomes for the Spring Term. Parents receive a summary of progress towards SEN outcomes on the Spring Progress Report.

July - The class teacher shares their findings on the reviewed plan and agrees new outcomes for the Spring Term. Parents receive a summary of progress towards SEN outcomes on the End of Year Report.

Areas of SEND as identified in the SEND Code of Practice:

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

Identification of SEN

Step 1: Short Note

When a teacher has initial concerns that a child has a Special Educational Need he/she will complete a 'Short Note' form and discuss this with the SENCO and the head teacher. This form includes, possible area of special need, observation notes, assessment information and details of strategies tried so far. School staff will then liaise with the child and their parent/carer at the earliest opportunity to discuss such concerns and agree the best way forward.

Step 2: SEN Support Plan

When a teacher has further concerns about a child he/she will produce an SEN support plan in partnership with the child and their parent/carer, include the joint outcomes to be achieved and the support needed to meet those outcomes.

Education Health Care Plan:

When a teacher and parent feel it appropriate to request an assessment for an EHCP he/she will gather evidence, liaise with the child, parent/carer and outside agencies. He/she will then complete the forms on the County Durham Families Information Service website and submit it to the L.A.

Annual Statutory Review meetings will be held by a multi- disciplinary team along with parents. Copies of the review will be circulated to all concerned. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Medical Health Care Plan

Children with medical conditions have a Medical Health Care plan. Plans will be drawn up with input from professionals e.g. a specialist nurse, in consultation with the school , the child and their parents.

Changes to the SEND Register

Following discussions with children and parents at termly reviews children can be moved to a higher or lower stage or, removed from the SEN Register.

Staff Roles

Provision for children with special educational needs is a matter for the school as a whole with some staff having specific responsibilities.

Class Teachers have the following responsibilities to:

- Provide Quality First Teaching and a graduated approach of assess, plan, do, review
- Have high aspirations for every pupil: set clear progress targets for all children
- Use the SENCO strategically to support the quality of teaching
- Work with external agencies to support the quality of teaching
- Work in partnership with children and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress

The SENCO has the following responsibilities to:

- Oversee day to day operation of the SEND policy Co-ordinate provision for children with SEND
- Liaise with fellow teachers and liaising with and managing learning support assistants, liaising with EMP staff
- Oversee the records of all children with SEND
- Liaise with parents and children with SEND
- Liaise with external agencies
- Contribute to the in-service training of staff
- Organise annual reviews Monitor and review SEND provision

The Headteacher has the following responsibilities:

- Day-to-day management of all aspects of the school's work, including provision for children with SEND.
- Keep the governing body fully informed
- Work closely with the school's SEND co-ordinator.

The Governing Body will delegate responsibility to the SEND Governor to:

- Have regard to the SEND code of Practice and will oversee the implementation of the reform and provide strategic support to the head teacher and SEND co-ordinator.
- Ensure that the governors are aware of the school's SEN provision.

Other documents to support the school approach to SEND

SEND information report (published on the school website) Equality Policy, Information and Objectives (published on the school website)