Ferryhill Station

Special Educational Needs and Disability (SEND) Policy

Executive Headteacher: Mrs Crosby
SENDCo (Special Educational Needs and Disabilities Co-ordinator): Mr Leake
Chair of Governors: Liam Fellows

Definitions

For the purpose of this policy, Ferryhill Station Primary School uses the definition of Special Educational Needs and Disabilities (SEND) as set out in the SEND Code of Practice: 0-25 Years (2015).
A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.
A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have 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 educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to or different from that made generally available for other children and young people of the same age.
High-quality adaptive teaching is the first step in responding to pupils who have or may have SEND. Some children and young people require additional provision beyond this to support their learning and development.

Rationale

Ferryhill Station Primary School is an inclusive school where all pupils are valued, respected and supported to achieve their full potential.
We are committed to meeting the needs of pupils across the four broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

We believe that all teachers are teachers of pupils with SEND and that meeting the needs of pupils with additional needs is a whole-school responsibility. Through effective partnership working between staff, pupils, parents, carers and external agencies, we strive to provide an inclusive learning environment where all children can succeed.

We place great value on the role of parents and carers. We recognise that they hold key information about their child and play a vital role in supporting their child's development. We aim to work collaboratively with families, ensuring they are involved in decision-making and are kept informed about progress, provision and next steps.

Aims

The aims of this policy are:

- To follow the guidance outlined in the SEND Code of Practice.
- To ensure all pupils have access to a broad, balanced and ambitious curriculum.
- To identify SEND as early as possible and provide appropriate support.
- To operate a graduated approach of Assess, Plan, Do, Review.
- To monitor and evaluate the effectiveness of SEND provision.
- To ensure staff receive appropriate training and professional development.
- To work in partnership with parents, carers and pupils.
- To promote inclusion and equality of opportunity for all pupils.
- To deploy resources effectively to support pupils with SEND.
- To work collaboratively with external agencies.
- To support smooth transitions between settings and phases of education.

Roles and Responsibilities

Provision for pupils with SEND is a whole-school responsibility.

Executive Headteacher: Mrs Crosby
SENDCo: Mr Leake
Chair of Governors: Liam Fellows
Governor of SEND: Joanne Sones

Governing Body

The Governing Body will:

- Ensure the school complies with the SEND Code of Practice.
- Appoint a governor with responsibility for SEND.
- Monitor the effectiveness of SEND provision.
- Ensure a qualified SENDCo is in post.
- Support the development of inclusive practice across the school.
- Ensure information about SEND provision is available on the school website.
- Ensure arrangements are in place to support pupils with medical needs.
- Monitor how funding and resources are used to support pupils with SEND.
- Ensure the school fulfils its duties under the Equality Act 2010.

Executive Headteacher

The Executive Headteacher will:

- Take overall responsibility for SEND provision across the school.
- Ensure the SENDCo has sufficient time and resources to fulfil their role.
- Promote inclusive practice and high expectations for all pupils.
- Ensure parents are regularly involved in reviewing their child's progress.
- Monitor the effectiveness of SEND provision.
- Report to governors on SEND outcomes and resource deployment.

SENDCo

The SENDCo is responsible for:

- Overseeing the day-to-day operation of the SEND policy.
- Coordinating provision for pupils with SEND.
- Maintaining the SEND Register.
- Supporting staff to implement the graduated approach.
- Liaising with parents and carers.
- Coordinating Annual Reviews for pupils with EHCPs.
- Liaising with external agencies and professionals.
- Supporting smooth transitions between settings.
- Monitoring the quality and effectiveness of SEND provision.
- Organising staff training and sharing best practice.
- Ensuring SEND records are accurate and up to date.

Class Teachers

Class teachers are responsible for:

- Delivering high-quality adaptive teaching.
- Identifying pupils who may have SEND.
- Implementing the graduated approach.
- Setting ambitious outcomes for all pupils.
- Planning and delivering appropriate support and interventions.
- Working closely with support staff.
- Working in partnership with parents and carers.
- Monitoring progress and reviewing provision regularly.
- Seeking the views of pupils where appropriate.

Teaching Assistants and Support Staff

Teaching Assistants and support staff:

- Work in partnership with teachers and the SENDCo.
- Deliver targeted interventions and support.
- Promote independence and pupil engagement.
- Contribute to assessments and reviews.
- Support pupils in achieving identified outcomes.
- Support staff complement but do not replace the role of the class teacher.

Inclusion Base

Ferryhill Station Primary School has a dedicated Inclusion Base which provides targeted support for pupils with identified additional needs.

Pupils may access the Inclusion Base for part of their school day while continuing to learn and socialise alongside their peers wherever possible.

Access to the Inclusion Base is informed by the outcomes identified in a pupil's SEN Support Plan, EHCP or through the graduated approach process. Provision is reviewed regularly to ensure support remains appropriate and effective.

The Inclusion Base aims to:

- Develop communication and interaction skills.
- Promote emotional regulation and wellbeing.
- Build independence and confidence.
- Develop readiness for learning.
- Support pupils to achieve individual outcomes.
- Enable meaningful inclusion within the wider school community.

Identification of SEND

At Ferryhill Station Primary School, we follow the graduated approach to identifying and supporting pupils with SEND.
Class teachers regularly assess pupil progress and identify children whose progress:

- Is significantly slower than that of their peers.
- Fails to match previous rates of progress.
- Does not close the attainment gap.
- Widens the attainment gap.

Identification may also arise from:

- Teacher observations.
- Assessment data.
- Parental concerns.
- External agency reports.
- Health professionals.
- Nursery and previous school information.
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Slow progress and low attainment alone do not necessarily indicate SEND.

SEND Support

Where a pupil is identified as having SEND, they will be placed on the SEND Register at SEND Support.

Support will be planned through the graduated approach:

- **Assess:** Identifying strengths, needs and barriers to learning.
- **Plan:** Agreeing outcomes, strategies and provision.
- **Do:** Implementing agreed support and interventions.
- **Review**: Evaluating impact and agreeing next steps.

Support may include:

- Classroom adaptations.
- Personalised resources.
- Targeted interventions.
- Specialist programmes.
- Advice from external professionals.
- Access to the Inclusion Base.

Education, Health and Care Needs Assessment

Where a pupil continues to experience significant difficulties despite appropriate support and intervention, the school and parents may consider requesting an Education, Health and Care Needs Assessment.

Evidence may include:

- Support plans and review records.
- Assessment data.

- Intervention records.
- Advice from external agencies.
- Pupil views.
- Parent views.
- Costed provision maps.

Requests may be made by either the school or parents/carers.

Education, Health and Care Plans (EHCPs)

An EHCP outlines a pupil's identified needs, outcomes and provision. All pupils with an EHCP will:

- Have individual outcomes and provision specified.
- Receive support in line with their plan.
- Have provision monitored regularly.
- Receive a statutory Annual Review.

Parents, pupils and professionals will be involved in the review process.

Recording SEND

The SENDCo maintains a SEND Register which includes:

- Pupil name.
- Area(s) of need.
- SEND status.
- Involvement of external agencies.

Detailed SEND records are maintained securely and reviewed regularly.

Medical Needs

The school maintains an up-to-date Medical Register.

Where medical needs impact learning or access to education, appropriate support and reasonable adjustments will be implemented in partnership with parents and relevant professionals.

Individual Healthcare Plans will be developed where necessary.

Reviewing Progress

Class teachers review progress towards outcomes regularly.
Formal reviews are held three times each academic year for pupils with:

- EHCPs.
- SEN Support Plans.
- Specialist SEND provision.

These meetings provide opportunities to:

- Celebrate progress.
- Review outcomes.
- Evaluate support.
- Discuss next steps.
- Update SEND documentation.

Annual Reviews

Annual Reviews are held for all pupils with an EHCP in accordance with statutory guidance. Parents, pupils, school staff and external professionals are invited to contribute. Reviews consider:

- Progress towards outcomes.
- Effectiveness of provision.
- Emerging needs.
- Future provision and support.

Recommendations are submitted to the Local Authority following the review.

Partnerships with External Agencies

The school works closely with a range of external services, including:

- Speech and Language Therapy (SALT)
- Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHS)
- Durham County Council SEND Team
- Emotional Wellbeing and Effective Learning Team (EWEL)

- Cognition and Learning Team
- Vision and Hearing Impairment Team
- Early Help Services
- Counselling and Therapeutic Services

Parental consent will always be sought before involving external agencies.

Staff Training

Ferryhill Station Primary School is committed to ongoing professional development. The SENDCo provides regular training and updates for staff through staff meetings, INSET sessions and specialist advice.

Training may include:

- Autism Spectrum Condition (ASC)
- ADHD
- Speech, Language and Communication Needs
- Emotional Regulation
- Trauma-Informed Practice
- SCERTS
- Precision Teaching
- Sensory Processing
- Dyslexia Awareness
- Positive Behaviour Support
- Medical Needs

Training needs are reviewed annually as part of the school's professional development programme.

Monitoring and Evaluating SEND Provision

The effectiveness of SEND provision is monitored through:

- Progress and attainment data.
- Learning walks and observations.
- Provision reviews.
- Pupil voice.
- Parent feedback.
- SEND Support Plan reviews.

- EHCP Annual Reviews.

The SENDCo and Senior Leadership Team regularly evaluate the impact of provision and use findings to inform future planning.

Accessibility and Inclusion

No pupil will be excluded from activities on the basis of SEND or disability.
Reasonable adjustments will be made to enable all pupils to participate fully in:

- Educational visits.
- Residential visits.
- Extra-curricular activities.
- Sporting events.
- Performances and assemblies.
- Leadership opportunities.

Further information can be found in the school's Accessibility Plan.

Complaints

Parents and carers who have concerns about SEND provision should first speak to their child's class teacher.

If concerns remain unresolved, parents may contact:

SENDCo: Mrs L Robinson

If concerns continue, parents may arrange to meet with:

Executive Headteacher: Mrs Crosby

If parents remain dissatisfied, they may contact the Governing Body through the school office and follow the school's Complaints Procedure.

Policy Monitoring and Review

This policy will be monitored by the Executive Headteacher and SENDCo and reviewed annually. When evaluating the success of the policy, the school will consider:

- Progress and attainment of pupils with SEND.
- Outcomes achieved for pupils with SEND.
- Attendance at review meetings.
- Parent and pupil feedback.
- Effectiveness of SEND provision.
- Number of complaints regarding SEND provision.
- Staff confidence and training impact.

Date of Implementation: September 2026
Date of Review: September 2027