Special Educational Needs Policy
(SEND)

St Helen Auckland Community Primary School

Head Teacher	Mrs J Elmes
SENCO	Mrs L Brown
Chair of Governors	Mrs L Harris
Reviewed	September 2026
Next Review	September 2027

1. Statement of Intent

St. Helen Auckland Primary School is an inclusive school that supports children with a wide range of Special Educational Needs and Disabilities (SEND), including communication and interaction, cognition and learning, social, emotional and mental health, and sensory or physical needs.

We value every pupil as an individual, celebrating diversity and promoting equality, respect, and achievement. All teachers are teachers of children with SEND, and meeting their needs is a shared, whole-school responsibility.

Working closely with parents, carers, and external agencies, we aim to provide a safe, supportive environment where every child can thrive and achieve. We recognise parents as key partners and ensure they are informed and involved throughout the SEND process.

Our key aims are to:

• To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years.'
• To ensure that all pupils have equal access to a broad, balanced curriculum, which is adapted to meet individual needs and abilities.
• To identify children with SEND as early as possible and plan a programme of support and intervention to address their needs.
• To regularly track the progress of children with SEND through school assessment, review meetings, lesson observations and support plans.
• To provide good quality and regular training for staff in relevant areas of SEND.
• To evaluate the impact of staff training and provision/intervention programs.
• To develop good relationships with parents/carers to ensure pupils with SEND are supported well both at home and at school.
• To ensure that all staff working with SEND children are clear about their roles.
• To ensure that the SEND budget is used appropriately to fund high quality resources (including staff) for children with Special Educational Needs.
• To work effectively with a range of other external agencies.
• To make good links with other mainstream primary schools, secondary schools, and special schools.

2. Legal Framework

This policy should be read alongside the *SEND Code of Practice* and the school's *SEND Information Report*, as well as the following related documents:

- Equality Objectives
- Accessibility Plan
- Assessment for Learning Policy
- Anti-Bullying Policy
- Medical Needs Policy

It has been developed with reference to relevant legislation and statutory guidance, including but not limited to:

- DfE (2015) *Special Educational Needs and Disability Code of Practice: 0 to 25 Years*
- *Education Act 2002*
- *Equality Act 2010*
- *Health Act 2006*
- DfE (2021) *Keeping Children Safe in Education*
- DfE (2018) *Mental Health and Behaviour in Schools*
- DfE (2017) *Supporting Pupils at School with Medical Conditions*

This policy should also be considered in conjunction with other key school policies, including:

- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Equality Policy
- Keeping Children Safe in Education Policy

3. Definitions

For the purposes of this policy, *Special Educational Needs and Disability (SEND)* is defined in line with the *Special Educational Needs and Disability Code of Practice: 0–25 years* (DfE and DHSC, 2015). A child or young person is considered to have SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:
a) have significantly greater difficulty in learning than most others of the same age; or
b) have a disability that prevents or hinders them from making use of facilities normally available to others of the same age in mainstream schools.

Special educational provision refers to support that is *additional to or different from* the high-quality, differentiated, and personalised teaching normally available to pupils. This is defined as special provision under Section 21 of the *Children and Families Act 2014*.

Definitions and Abbreviations

- **SEND Register** – A dynamic record of pupils identified as having SEND; pupils may be added or removed as their needs change. Inclusion on the register follows the *SEND Code of Practice* but does not automatically guarantee specific provision.
- **CLA** – Child Looked After
- **EAL** – English as an Additional Language
- **EHCP** – Education, Health and Care Plan
- **EYFS** – Early Years Foundation Stage
- **HLTA** – Higher Level Teaching Assistant
- **KS1** – Key Stage 1 (Years 1–2)
- **KS2** – Key Stage 2 (Years 3–6)
- **LA** – Local Authority (Durham County Council)
- **SENCO** – Special Educational Needs and Disabilities Coordinator
- **SLT** – Senior Leadership Team
- **SMART** – Specific, Measurable, Achievable, Realistic, and Time-scaled
- **SP** – Support Plan
- **TA** – Teaching Assistant
- **TUF** – Top-Up Funding

4. Roles and Responsibilities

Provision for pupils with SEND is the responsibility of the whole school community. Every staff member is accountable for the education and well-being of all pupils.

Governing Body

The governing body has overall responsibility for SEND provision, including:

- Appointing a governor with specific responsibility for SEND.
- Ensuring a qualified SENCO is in place.
- Cooperating with the Local Authority, including developing the Local Offer and involvement in EHC plans.
- Ensuring arrangements support pupils with SEND and medical conditions.
- Publishing information on admissions, accessibility, and SEND provision.
- Ensuring all governors understand the deployment of resources, funding, and personnel for SEND.
- Ensuring the policy is non-discriminatory and promotes a school culture of calm, dignity, and structure.
- Handling complaints related to SEND, in line with the Complaints Policy.

Head Teacher

The Head Teacher is responsible for:

- Implementing the SEND Code of Practice and this policy on a daily basis.
- Ensuring the SENCO has sufficient time and influence over strategic decisions.
- Promoting understanding of SEND provision across the school community.
- Engaging parents at least three times a year to discuss progress.
- Ensuring parents and pupils are involved in planning and reviewing SEND provision.
- Publishing this policy and reporting to governors on its implementation and resource allocation.

SLT / Mental Health Lead / SENCO

Supports the Head Teacher by:

- Overseeing whole-school approaches to SEMH and SEND.
- Managing behavioural and SEMH policies.
- Implementing day-to-day operational responsibilities to support SEND pupils.

SENCO

The SENCO's responsibilities include:

- Overseeing day-to-day operation of the SEND policy.
- Coordinating and advising on SEND provision, including graduated support plans.
- Liaising with parents, staff, other schools, and external agencies.
- Managing SEND records and contributing to staff training.
- Advising on resource allocation and supporting compliance with the Equality Act.

Teaching Staff

Teachers are responsible for:

- Providing high-quality, differentiated teaching and following the assess-plan-do-review cycle.
- The class teacher remains responsible and accountable for the progress and provision of pupils with SEND, whether or not additional adult support is provided.
- Setting SMART outcomes and having high expectations for all pupils.
- Working in partnership with pupils, parents, and the SENCO to plan and review progress.
- Ensuring every pupil can access the national curriculum, with appropriate adaptations.
- Planning lessons to remove barriers and support every pupil to reach their full potential.

Teaching Assistants / TA

Support staff are responsible for:

- Working with teachers to deliver SEND provision linked to support plan outcomes.
- Contributing to the whole-school approach to SEND and pupil progress.
- Providing targeted support to help pupils achieve agreed outcomes.

Pupils

- Pupils are responsible for trying their best in all areas of school life.

Parents / Carers

Parents and carers are responsible for:

- Working in partnership with the school.
- Supporting their child's learning at home.
- Informing the school of any changes that may affect learning.
- Attending review and progress meetings.

5. Identifying SEND

At St Helen Auckland Primary School, we have a clear approach to identifying and responding to Special Educational Needs and Disabilities (SEND). We recognise that early identification and timely support significantly improve long-term outcomes for pupils.

Class teachers regularly assess all pupils' progress to identify those making less than expected progress. Through observations, discussions, and analysis of data, teachers, support staff, and the SENCO work together to identify pupils who may have SEND. Pupils may also be identified by external agencies, and parents or carers are encouraged to share any concerns about their child's development.

When a child is identified as having SEND, they are placed on the SEND Register**.** This may be due to additional needs in one or more of the following areas:

- **Cognition and Learning** – including moderate, severe, or profound learning difficulties and specific learning difficulties affecting particular aspects of learning.
- **Social, Emotional and Mental Health (SEMH)** – difficulties that significantly impact the child's well-being, learning, or that of others, such as withdrawal or challenging behaviour.
- **Sensory or Physical Needs** – requiring specialist equipment, interventions, or support from external services.
- **Communication and Interaction** – difficulties that affect social interaction or communication, creating substantial barriers to learning.

Indicators of Progress Concerns

A child may be considered for SEND support if:

- Progress is significantly slower than age-related expectations.
- Progress is below the child's previous rate of learning.
- Gaps in attainment are not closing or are widening.
- Progress has plateaued over time.

Graduated Support

Once a pupil is identified as having SEND, the school employs a graduated approach of *Plan, Do, Review* to meet their needs:

1. **Assess** – Establish a clear understanding of the pupil's needs.
2. **Plan** – Collaborate with parents to plan interventions, expected outcomes, and a review date.
3. **Do** – Implement the interventions with support from the SENCO.
4. **Review** – Evaluate the impact of interventions and adjust provision as needed.

Class teachers, supported by the SENCO, meet with pupils and their parents three times per year to set outcomes, review progress, discuss interventions, and agree parental responsibilities.

Initial Concerns – Quality First Teaching (QFT) and Early Identification of Need

Stage 1 – Early Identification / QFT

Where a pupil is not making expected progress or there are emerging concerns about their learning or development, the class teacher will discuss these concerns with parents/carers and record them through the Early Identification of Need process. Appropriate Quality First Teaching, adaptations and targeted strategies will be implemented and reviewed over an agreed period. Where progress improves, the additional support may be discontinued. Where ongoing monitoring is appropriate but a SEND Support Plan is not required, the pupil will continue to be monitored without being placed on the SEND Register.

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Stage 2 – SEN Support

Where a pupil continues to require provision that is additional to or different from that ordinarily available through Quality First Teaching, they will be placed on the SEND Register and a SEND Support Plan will be developed in partnership with the pupil and their parents/carers. The plan will identify the pupil's needs, outcomes, provision and strategies, and will be reviewed regularly. The SENCO will provide advice and support, and referrals to external professionals may be made where appropriate.

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Stage 3 – Statutory assessment

Where a pupil continues to have significant or complex needs despite appropriate and targeted support, the school will work with the pupil, parents/carers and relevant professionals to consider whether an Education, Health and Care (EHC) needs assessment is appropriate. Where an EHCP is issued, the school will implement the specified provision, monitor progress towards outcomes and contribute to the statutory annual review process.

A SEND Support Plan **clearly outlines**:

- The pupil's learning difficulties
- Specific SMART outcomes
- Learning strategies and interventions that are *additional to or different from* the usual classroom provision.

Support Plans are reviewed each term, with parents/carers and pupils (where appropriate) contributing to the process. The SENCO, teachers, key workers, and support staff use ongoing assessments, observations, and discussions to update the plan and ensure that each pupil receives appropriate support. Professional reports and recommendations will be considered when developing or reviewing a pupil's SEND Support Plan, and relevant recommendations will be incorporated into provision where appropriate.

Reviewing and removing pupils from the SEND Register

The SEND Register is a dynamic record and pupils' needs and provision are reviewed regularly. A pupil may be considered for removal from the SEND Register where evidence demonstrates that they no longer require special educational provision that is additional to or different from that ordinarily available through high-quality teaching. The decision to remove a pupil will be informed by assessment information, progress data, the impact of previous provision, professional advice where appropriate, and the views of the pupil and parents/carers.

Parents/carers will be informed and involved in the decision. Where appropriate, written confirmation of parental views will be retained within the pupil's records. Where a pupil no longer requires SEN Support but continues to require monitoring or specific classroom strategies, they may be placed on the school's monitoring register rather than the SEND Register.

6.Referrals

If a pupil requires additional support beyond what the school can provide, the SENCO, in collaboration with parents and class teachers, may refer the child to external agencies. These can include Educational Psychology, Occupational Therapy, Speech and Language Therapy, or other specialist teams within the Local Authority's SEND and Inclusion services.

Top-Up Funding

In some cases, the school may request top-up funding from the Local Authority to provide additional support for a pupil. The SENCO will compile all relevant evidence, including contributions from external agencies and SEND Support Plans, for consideration and approval by the Local Authority.

Education, Health and Care Plan (EHCP)

If a pupil has not made expected progress despite the school taking appropriate and targeted action to identify, assess, and support their SEND, either the school or parents may request an Education, Health and Care (EHC) assessment**.**

The Local Authority requires detailed evidence of the school's actions to support the child, which may include:

- Records of interventions, strategies, reviews, and their outcomes
- Relevant health information, including medical history
- Early Learning Goals and National Curriculum attainment levels in literacy and mathematics
- Educational assessments from specialist teachers or educational psychologists
- Views of the pupil and their parents
- Involvement of other professionals, such as health, social care, or education welfare services
- Costed provision maps

An EHC assessment request can be made by a parent, a young person aged 16–25, or someone else who thinks an assessment may be necessary, including teachers and health professionals.

7. Education, Health and Care Plan (EHCP)

An Education, Health and Care Plan (EHCP) is a legal document issued by the Local Authority following an assessment of a child's needs, incorporating information from parents/carers, the school, and external agencies. All children with an EHCP will have short-term targets set in a support plan, developed in consultation with parents and the child. An EHCP is reviewed annually and remains in place until the child is 25, all outcomes are met, or it is no longer required.

The school's responsibilities include:

- Cooperating fully with the Local Authority during assessments.
- Providing all relevant information or evidence required.
- Ensuring all relevant teachers contribute information to the assessment process.
- Complying with the DfE (2015) *SEND Code of Practice: 0 to 25 years*.
- Implementing any recommendations from the Local Authority if an EHCP is not issued, using existing school provision.
- Making all staff aware of the pupil's needs and ensuring arrangements are in place to meet them.
- Taking all reasonable steps to provide a high standard of education.
- Setting SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) outcomes in support plans, reviewed at least three times per year.
- Requesting a re-assessment if a pupil's needs change significantly.
- Keeping EHCP information confidential.
- Keeping parents consistently involved throughout the implementation process.
- Supporting pupils and parents in developing and reviewing EHCPs.

- Sharing EHCP information only with other educational institutions if the pupil is transferring, to inform individual learning plans.

EHCP Reviews

It is a statutory requirement for children with an EHCP to have an Annual Review. At St Helen Auckland Primary School:

- EHCPs are reviewed annually.
- Pupils with SEND Support Plans have termly reviews, sometimes incorporated into parent/teacher meetings.
- Parents/carers and relevant external agencies are invited to contribute.

An EHCP contains:

- The pupil's name, address, and date of birth
- Details of all special educational and health needs
- Identification of the provision required to meet these needs
- Short-term targets for the child
- The type and name of the school providing the support
- Relevant non-educational needs and provision
- Reports and views from other specialists involved

All short-term targets are set after consultation with parents and the child, reviewed annually, and the EHCP remains in effect until the child reaches 25 or all outcomes are achieved.

8. Children with Specific Circumstances

Looked After Children

Pupils at St Helen Auckland Primary School who are looked after or have been taken into care by the Local Authority (LA) are defined as Children in Care.

- The school recognises that Looked After Children may have SEND and may also have an Education, Health and Care (EHCP) plan.
- A designated member of staff is responsible for coordinating support for Children in Care.

English as an Additional Language (EAL)

The school takes particular care in identifying and assessing SEND for pupils whose first or home language is not English, considering their learning in the context of their home, culture, and community.

- If there is uncertainty about a pupil's needs, the school will seek advice from local sources and community liaison arrangements relevant to the pupil's background.
- The school recognises that having EAL does not automatically indicate a learning difficulty. However, if a pupil with EAL makes slower progress, it will not be assumed that language is the only factor; they may have additional needs or SEND.
- The school carefully examines a pupil's performance across subjects to determine whether difficulties arise from limited English proficiency or from SEND.

9. Mental Health and Wellbeing

At St Helen Auckland Primary School, we promote positive mental health and wellbeing for all pupils, staff, and parents.

- The PSHE curriculum is designed to develop pupils' resilience, confidence, and ability to learn.
- Positive classroom management, along with small-group work where appropriate, is used to encourage positive behaviour, social development, and self-esteem.
- Pupils have access to time to talk with a trusted adult when needed.
- Where appropriate, the school supports parents in managing and developing their child's wellbeing, including signposting to external support.
- If in-school support is insufficient, referrals to external agencies are made, while the school continues to provide ongoing support.
- The school works closely with the local NHS Mental Health Support Team (Piece of Mind) and the Emotional Wellbeing and Effective Learning Team (EWEL) from the LA SEND and Inclusion service.

- Staff consider whether disruptive behaviour may indicate social, emotional, and mental health (SEMH) needs.
- Interventions and outdoor learning focus on building self-esteem and self-discipline to address challenging behaviours.

Support for pupils with complex needs may include:
- Supporting teachers to manage behaviour effectively.
- Additional one-to-one educational support.
- Individual therapeutic sessions delivered by mental health specialists.
- Family support or therapy as recommended by professionals.
- The school is also committed to supporting parents' mental health and wellbeing, offering advice, signposting, referrals, and a listening ear, ensuring families are supported so the whole school community can thrive together.

10. Data and Record Keeping
At St Helen Auckland Primary School, comprehensive records are maintained for all pupils with SEND. These records are securely stored and the SENCO ensures the register is kept up to date and accurate.

The school will:
- Record details of each pupil's SEND, outcomes, actions, agreed support, teaching strategies, and specialist involvement within its management information system to monitor progress, behaviour, and development.
- Maintain an accurate and up-to-date SEND Register reflecting all pupils receiving support.
- Document all provisions that are additional to or different from the standard curriculum in the pupil's Support Plan.
- Publish the SEND Information Report on the school website, including all details required by paragraphs 6.79 and 6.83 of the *SEND Code of Practice: 0 to 25 years*.

Medical Register
The Medical Register is maintained by the Head Teacher as the responsible person. These records are securely stored which first aiders have access to. The register can be updated throughout the year by class teachers following consultation. The SENCO will become involved if a child's medical needs present a barrier to learning.

Pupil Files
The SENCO keeps all pupil SEND files up to date.

Class Teacher Records
Class teachers maintain copies of Support Plans for reference and to inform short-term planning.

Transfer of Information
The Head Teacher and SENCO are responsible for ensuring that all SEND and relevant medical information is transferred appropriately when pupils move between classes or schools.

11. Confidentiality
St Helen Auckland Primary School is committed to maintaining the confidentiality and security of information relating to pupils with SEND. All SEND records, including Support Plans, EHCPs, professional reports and other personal information, will be stored securely and handled in accordance with data protection legislation and the school's Data Protection and Safeguarding policies.
Information relating to a pupil's SEND will only be shared with those who have a legitimate need to know and where there is a lawful basis for doing so. This may include sharing information:
- with parents/carers and the pupil, where appropriate;
- with relevant school staff to ensure that the pupil's needs are appropriately supported;
- with external professionals and agencies involved in assessing, supporting or reviewing the pupil's needs;
- with the Local Authority as part of statutory SEND processes, including EHC needs assessments and EHCP reviews;
- with receiving schools or settings to support effective transition;

- where required to fulfil a statutory, legal or professional duty;
- where necessary to safeguard the welfare of a child or young person; and
- with relevant inspection or regulatory bodies where required.

The school will ensure that information is shared appropriately, securely and proportionately, in line with its legal and professional responsibilities.

12. Conclusion

St Helen Auckland Primary School is a fully inclusive school where every child is valued as an individual. Our staff take the time to understand each pupil, recognising what motivates them and how best to support their learning. We aim to inspire a love of learning by celebrating both strengths and areas where additional support may be needed. Alongside identifying challenges, we also nurture children's talents and interests, both inside and outside of school. We are proud of the progress made by pupils with SEND and are committed to using the latest research, strategies, and resources to ensure the best possible outcomes for all.

13. Monitoring and Review

This policy will be reviewed by the Headteacher, SLT, and SENCO every year, or sooner if necessary. Any updates will be communicated to all staff. The policy will also be made available for Ofsted inspections upon request. All staff are required to familiarise themselves with this policy as part of their induction.
When reviewing the effectiveness of SEND provision, the following will be considered:

- Progress of pupils with SEND compared to their peers.
- Standards achieved by pupils with SEND.
- SEND Support Plan outcomes
- EHCP outcomes
- Pupil attendance**.**
- Behaviour, including exclusions where relevant.
- Intervention entry/exit data.
- Pupil and parent voice.
- Movement on/off the SEND Register;
- Outcomes for different SEND groups.

Through regular classroom observations, the school will evaluate:

- The quality of curriculum planning and the collaboration between teachers and SEND support staff.
- The extent to which pupils are following a curriculum appropriately differentiated for their age and abilities.
- The use of varied resources to support pupils with SEND in achieving their targets.
- The ethos of the classroom, ensuring pupils with SEND are well-cared for and supported.

The Headteacher and SENCO are responsible for monitoring the implementation of this policy and ensuring it meets the needs of all pupils with SEND.