



Timothy Hackworth Primary School

'Respectful and resilient; being the best that we can be.'

SEND (Special Educational Needs and Disabilities) Policy

CRC Article 23: All children have the right to live a full life with dignity, and as far as possible, independence and to play an active part in the community.

CRC Article 28: All children have the right to a good quality education.



Date policy approved/adopted:	February 2025
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Approved by:	Governing Body
Head Teacher signature:	<i>Mrs. L. Boulton</i>
Chair of Governors signature:	<i>Mrs. P. Crook</i>

SEND Policy

CRC Article 29: All children have the right to be the best that they can be.

Date of Policy:	February 2025
Review Date:	February 2026
SENDCO:	Mrs. K. Kozlowski
SEND Governor:	Councillor S. Townsend

Our Timothy Hackworth School Vision

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

Mission Statement (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so that they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Values

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times, we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

Equalities Information

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in respect to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (LGBTQ+).

1. DEFINITIONS

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25, last updated, September 2024).

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (*Code of Practice D.F.E. 2014*)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated, adapted and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

2. RATIONALE

Timothy Hackworth Primary School is an inclusive school, catering for a wide range of SEND, including pupils with:

- Communication and interaction needs;
- Cognition and learning needs;
- Social, emotional and mental health difficulties;
- Sensory or physical needs.

Our school welcomes all children and values them as individuals, treating them equally and with respect. This is evidenced by our Gold Rights Respecting Schools Award. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEND, and it is therefore a whole school responsibility to ensure that these children's needs are addressed.

Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent or carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEND process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs and Disabilities will be treated as partners and supported to play an active and valued role in their child's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings. Parents are invited to complete a questionnaire to record their views about their child's progress and parents of children with complex needs may also be provided with a My Story booklet to complete about their child's history of special educational needs. This is a record they can take to meetings to share with other professionals.

Timothy Hackworth School is one of the primary school providers in the Local Authority for specialist Enhanced Mainstream Provision (EMP) for Speech, Language and Communication needs. We have developed a wide skills base in this area.

Aims

- To follow the guidelines set out in the SEND Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is adapted and differentiated to meet individual needs and abilities;
- To identify children with SEND as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEND through school tracking systems, review meetings, lesson observations and SEND Support Plans;
- To regularly review and adapt strategies in line with changing needs;
- 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 for children with Special Educational Needs and Disabilities;
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

3. ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole.

Governing Body

The Governing Body will have the following responsibilities. They will:

- appoint a governor with specific responsibility for SEND;
- have regard to the SEND Code of Practice and should oversee the implementation of the policy and provide strategic support to the Head Teacher;
- publish information on the school's website about the implementation of the school's policy for pupils with SEND;
- ensure that there is a qualified teacher designated as SENDCO;
- co-operate generally with the Local Authority, including in developing the Local Offer and when the school is being named in an EHC Plan;

- ensure that arrangements are in place in school to support pupils at school with medical conditions;
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans;
- ensure that all governors are aware of the school's SEND provision including the deployment of funding, equipment and personnel.

The Head Teacher

The Head Teacher will have the following responsibilities. They will:

- take overall responsibility for implementing the Code of Practice;
- ensure that the SENDCO has adequate time to carry out duties and is able to influence strategic decisions about SEND;
- ensure the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and teaching assistants);
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year);
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on SEN Support and any newly identified pupils with SEND;
- report to the Governing Body how resources are deployed to meet provision.

The Special Educational Needs and Disabilities Co-ordinator (SENDCO)

The role of the SENDCO includes:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND;
- liaising with the designated Local Authority teacher where a Looked After Child has SEND;
- overseeing SEND Support Plans and ensuring teachers and support staff work closely with parents and carers to follow a graduated approach to SEND Support;
- advising on the use of the delegated budget / other resources;
- liaising with parents of children with SEND;
- maintaining links with other education settings and outside agencies;
- liaising with potential next providers of education;

- ensuring that SEND records are up to date;
- contributing to the CPD of staff;
- monitoring and analysing the progress of children with SEND, both academically and holistically.

Class Teachers

Class teachers have the responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review;
- complete and review SEN Support Plans, alongside parents, at least three times per academic year;
- focus on outcomes and provision for the child: being clear about the outcome wanted from any SEND support;
- use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement;
- have high aspirations for every pupil: set clear progress outcomes for pupils and be clear about how the full range of resources are going to help teach them;
- work in partnership with pupils, parents and carers in planning and reviewing progress, seek their views and provide regular updates on progress, including a specific SEND report and attendance at SEND meetings when requested by the SENDCO.

SEND Support Staff

Class teachers work with SEND support staff to plan effective provision for pupils with SEND. Effective liaison between support staff and class teachers is essential to ensure planned provision is linked to outcomes set out in SEND Support Plans.

- Teaching Assistants are part of the whole school approach to SEND, working in partnership with the class teacher and the SENDCO to deliver pupil progress and to narrow gaps in performance;
- The support they give should be focused on the achievement of specific outcomes, within the graduated approach to SEND support agreed with parents in the SEN Support Plan and in the context of high quality teaching overall;
- Teaching Assistants can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Identification of SEND

Through their discussions, observations, assessments and data analysis the SENDCO, class teachers, Key Workers and Teaching Assistants will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENDCO or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEND they will be placed on the SEND register as SEND Support.

SEND Support

When a class teacher or the SENDCO first identifies a child who may have additional needs, they can complete an Early Intervention Short Note. The class teacher will provide interventions and support that are additional to those provided as part of the school's usual 'quality first teaching' differentiated curriculum. Following these interventions, if there is still a concern around the child's SEND needs, a SEND Support Plan will be put in place. The triggers for SEND support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and/or mathematical skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary, the SENDCO, in partnership with parents or carers and the child, may refer to outside agencies such as Educational Psychology or specialist support teams for additional support.

Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a child, or the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care Assessment. To inform this decision the Local Authority will expect to see evidence of actions taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- Records of the pupil's health, including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment in Literacy and Mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service;

Parents or school are the only partners who can request an Education, Health and Care Assessment.

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupil's special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil's Special Educational Needs and Disabilities;
- Long term outcomes and aspirations for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with an EHCP will have short-term outcomes set for them that have been established after consultation with parents and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

4. RECORDING SEND

Records are kept on all children with SEND, detailing steps taken to support them in a SEND Support Plan. Record files are kept by the SENDCO.

SEND Register

This is a file kept by the SENDCO. It indicates which children have SEND and what stage they are at. The SENDCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEN.
- School attendance

Medical Register

The Head Teacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in the School Office, easily accessible by first aiders and are available in other areas throughout school. The Medical Register may be amended throughout the year to reflect changes in need. The SENDCO will become involved should a child's medical condition present a barrier to their learning.

At Timothy Hackworth Primary School, the SENDCO monitors the Medical Register alongside trained office staff, and in consultation with health professionals, parents and carers and pupils. They produce and update relevant Individual Health Care Plans (see Supporting Children with Medical Conditions Policy).

Pupil Files are kept up to date by the SENDCO and Office Manager.

Class Teachers will keep copies of Support Plans for reference and amending in their SEND files. They will also work with any support staff in their class to facilitate the implementation of SEND Support Plans and Individual Health Care Plans.

Transfer of Information to the next school will be the responsibility of the SENDCO and transfer of information to the next class within Timothy Hackworth Primary School will usually be the class teacher's responsibility, unless there are circumstances when this would be difficult in practice (such as teachers leaving or starting in Timothy Hackworth Primary School).

5. ANNUAL REVIEWS

It is a statutory requirement for children with an EHCP to have an Annual Review. At Timothy Hackworth Primary School, we hold annual reviews of progress and support for children with an EHCP, or who are part of the EMP, with the class teacher, SENCO, parents, other professionals where appropriate and pupils whenever possible. Children provide their views through a PowerPoint and/or video. There are also termly reviews of SEND Support Plans with the class teacher, parents and

pupils. During these reviews, feedback is given about a child's progress against their individual Support Plan outcomes, new outcomes are agreed and a new SEND Support Plan is created.

6. STAFF TRAINING

All teaching and support staff at Timothy Hackworth Primary School are given opportunities to improve their practice and develop their understanding of SEND issues through a comprehensive system of staff training. Some training is carried out within school during staff meetings and Professional Development days and other training is external. Staff can also request training in a specific area of SEND which they are interested in, or training may be organised in response to a child's needs.

7. POLICY EVALUATION

The implementation of this policy will be monitored by the Head Teacher and SENDCO. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- The progress of SEND children compared to non-SEND;
- The standards reached by pupils with SEND;
- The well-being of children with SEND at home and at school;
- The views of parents in meetings and through questionnaires;

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and SEND support staff work together as a team;
- The extent to which pupils are following an appropriately adapted and differentiated curriculum;
- The use of varied resources and interventions which enable pupils with SEND to make progress towards their outcomes;
- The ethos of the classroom and the extent to which pupils with SEND are well-cared for and supported.

8. POLICY REVIEW

This policy will be reviewed as part of the school's agreed policy review process. In addition, any major legislative or governmental changes regarding SEND may lead to this policy being amended.

9. EQUALITY AND DIVERSITY

This policy encourages the practice of inclusion for all.

All children have the right to a high quality education; our policy for SEND is designed to ensure that all pupils have access to this right.

10. GOVERNING BODY

The Governing Body will be provided with regular updates regarding the implementation and monitoring of this policy.

The Curriculum and Performance Committee will ratify and review the policy.

Appendix 1 – Our Tracks Provision

Inclusion is not giving all children the same thing. Inclusion is giving each child what they need to succeed.

At Timothy Hackworth Primary School, we recognise the diverse range of needs the children who attend our school present with and recognise that some children, with more complex, higher levels of need can struggle to cope in the mainstream classroom. Tracks is a self-funded SEN SEMH provision, which provides an environment which supports the needs of this identified group of children. Tracks has places for up to 10 children, supported by 3 members of staff experienced in working with children with a wide variety of need, including ASC, ADHD, attachment disorders, sensory processing challenges, learning difficulties and SEMH.

The children who attend Tracks remain part of their mainstream class and, whilst in the provision, complete Maths and English work provided, marked and assessed by their mainstream class teacher. Ultimately, the aim is always for children to return to their mainstream classes full-time, as rapidly as possible.

Children who attend Tracks do so in an individual way, with some children attending full-time and others attending on a part-time basis, with the remainder of their time spent in their mainstream class. The time a child spends in Tracks is regularly reviewed, alongside our SENDCO, Tracks staff, class teachers and parents and carers, and time in their mainstream classrooms increased as soon as this is deemed possible. Teachers from the children's mainstream classes remain actively involved in the child's education and are ultimately responsible for their progress.

The day in Tracks is highly structured and based around routine and nurture principles. Each child is taught at their level and at their pace, with flexibility to allow for their emotional wellbeing and level of regulation at any given time; we believe that if a child is emotionally dysregulated, stressed or anxious, they are not able to learn.

In Tracks, there is a big focus on the Zones of Regulation. The Zones of Regulation are an emotional regulation strategy, which the children themselves use to recognise their own emotions and related behaviours. The Zones of Regulation help the children to devise their own toolkit of strategies to help them remain calm and regulated, or to support them to return to being calm and regulated if they do become dysregulated, angry or distressed. These strategies can then be used by the child in all other situations they are in.

Parents and carers are encouraged to be actively involved and are very much kept up to date with their child's learning in Tracks.