



CHOLLERTON CHURCH OF ENGLAND AIDED FIRST SCHOOL

Be the best you can be through:

challenge, nurture, inspiration, respect, happiness, inclusion, in a safe, loving Christian family.

Special Educational Needs Policy

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This policy links with our other school policies:

- x. SAFEGUARDING & CHILD PROTECTION PROCEDURE
- x. Accessibility Plan.docx
- x. Equality Information & Objectives.docx
- x. Equality, Diversity and Inclusion Policy.docx
- x. SEN Complaints Procedure

1.0 Introduction

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

At Chollerton First School, we aim to offer excellence and choice to all of our children, whatever their Special Educational Needs and/or Disabilities (SEND). We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

We aim to achieve this through the removal of barriers to learning and participation. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

2.0 Compliance

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- [Special educational needs and disability code of practice: 0 to 25 years \(January 2015\)](#)
- Ofsted SEN & Disability Review 2010 "A Statement is not enough"
- The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)
- [Children and Families Act 2014, Part 3; Children and young people in England with special educational needs or disabilities.](#)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- [The Special Educational Needs and Disability Regulations 2014](#)
- [Working together to Safeguarding Children \(2023\)](#)
- The Children Act 1989
- Equality and Human Rights Commission: Reasonable Adjustments for Disabled Pupils. Guidance for Schools in England (2012)
- [Supporting Pupils at School With Medical Conditions \(2015\)](#)
- [Teachers Standards](#)
- [Keeping Children Safe in Education](#)

3.0 Definition of SEND

The Special Education and Disability Code of Practice 0-25 (2014) states:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - 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 or mainstream post 16 institutions.

The definition of disability in the Equality Act (2010) states children with '.... a physical or mental impairment which has a long term (more than 12 months) and substantial adverse effect on their ability to carry out normal day to day activities. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids or services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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3.1 Broad Areas of Need (See Appendix 1)

Chollerton First School is open to learners with a wide range of needs and we will offer support wherever possible.

The SEND Code of Practice 2014 lists four Broad Areas of Need (See Appendix 1)

3.11 Communication and Interaction

This includes

- children and young people with speech, language and communication needs (SLCN)
- children and young people with ASD, including Asperger's Syndrome and Autism

3.12 Cognition and Learning

This includes

- moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Usually these learners attend specialist schools, but occasionally they attend a mainstream school.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3.13 Social, emotional and mental health difficulties

This includes a wide range of social and emotional difficulties which manifest themselves in many ways:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour
- mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained
- attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

3.14 Sensory and physical needs

This includes

- vision impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI) which will require specialist support and / or equipment to access learning, or habilitation support.
- physical disability (PD)

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

4.0 Identifying SEND

The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

Chollerton assesses each pupil's skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Some children arrive at school with identified SEND, in which case the SENCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers begin to have concerns about progress or attainment with school work, or with wider development or social needs, parents will be contacted to discuss these concerns so they can share their views. A period of monitoring and review will occur, including an analysis of the child's progress compared with peers, national data and expectations of progress.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.

Following this consultation, a child may be identified as having SEND. Appropriate provision will be made.

Sometimes our school will call upon the services from an outside service to help with assessment. These could include an Educational Psychologist, a specialist teacher or a health professional. Before a referral is made parents are consulted and asked to complete a referral form. Each step of the referral process will be explained.

If parents have any concerns about their child, they should contact their class teacher in the first instance. Alternatively, they may make an appointment to the SENCO or the Headteacher.

SENCO: Mrs Glenda Glenwright
glenwright@chollerton.northumberland.sch.uk
01434 681572

Sometimes a child needs SEND support for a short period of weeks or months. In those cases, once the support is successful, the child may no longer need additional support. We would, however, continue to monitor the child's progress.

Some children will need long-term support. They may need a formal plan and the involvement of other services. In these cases, we will ask for the Local Authority to support us. That support could be a visiting professional, high needs funding or an Education Health & Care Plan.

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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5.0 Home School Partnership

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.

We aim to ensure parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

We:

- invite all parents / carers to meet with their child's class teachers at parent interviews during the year.
- provide an annual written report.
- discuss the progress of ISP (Intervention & Support Plan) with parents.
- hold an Annual Review for children with an EHC Plan or an SEN Statement.

6.0 Pupil Views

Children's views matter to us. This is part of the culture of our school and relates to children of all ages.

All children are aware of their personal targets and are encouraged to self-review against these. As part of the review process, SEND pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

For their annual review children with Statements of SEND or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by the school.

7.0 Assessing and Reviewing Progress

Children with SEND may need to make one or two kinds of progress:

- Academic progress. This measures how well they are learning in their subjects.
- Personal development. This measures other things such as independence, self-managing behaviours, getting on well with others, and communicating with other people.

This is how we assess **Academic progress**:

- Your child's progress is continually monitored by their teacher.
- His / her progress is reviewed formally in our Pupil Progress meetings each half term.
- If your child is in Year 1 and above, but not yet working within the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P Levels'.
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- All children on the SEND register have an ISP (Individual Support Plan) which is reviewed every term and the plan for the next term made. The ISP targets allow us to focus on non-academic progress measures as well as progress in Maths and English, e.g. attention, concentration, communication, social awareness.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.

This is how we assess **Personal Development progress**:

- Your child's progress is continually monitored by their teacher.
- All children on the SEND register have an ISP (Individual Support Plan) which is reviewed every term and the plan for the next term made. The ISP targets allow us to focus on non-academic progress measures as well as progress in Maths and English, e.g. attention, concentration, communication, social awareness.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.

8.0 Transition

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. To support transition, the school share information with the school, or other setting the child or young person is moving to.

If your child is joining our Reception class from a pre-school or nursery setting:

- We will contact the SENCO to ensure we know about any special arrangements or support that your child may need.
- We will make sure that all records about your child are passed on to us as soon as possible.

If your child is moving to or from another school:

- We will contact the school SENCO and ensure both schools know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a transition meeting will take place where the targets or the new ISP will be discussed.
- All children have an opportunity to visit their new class and meet the teacher at the end of the Summer term.
- If your child would be helped by a book to support them understanding moving, then it will be made for / with them.

9.0 Our approach to teaching

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

9.1 Assess

In identifying a child as needing SEN support, the class or subject teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour. It also considers assessments from other subject teachers, comparisons with peers and national data, the views of parents, the pupil's own views, and, where relevant, advice from external support services.

Concerns raised by parents are taken seriously, recorded, and compared with the school's assessment and information on the pupil's development.

Assessments are reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and addressed, and a clear picture of the interventions in place

and their impact is developed. For some types of SEN, a pupil's response to an intervention provides the most reliable method of understanding their needs.

Where health or social care professionals are already involved with a pupil, they liaise with the school to inform assessments. Where this is not the case, the SENCO contacts relevant professionals with parental agreement.

9.2 Plan

When a decision is made to provide a pupil with SEN support, parents are formally notified. Parents will already have been involved in the assessment of needs.

The class teacher and SENCO agree, in consultation with the pupil and their parents, the adjustments, interventions, and support to be put in place. They also set out the expected impact on progress, development or behaviour, and a clear date for review.

All teachers and support staff working with the pupil are made aware of their needs, the intended outcomes, the support provided, and any required teaching strategies. This information is recorded on the school's information system.

Support and interventions are chosen to match the identified outcomes, based on reliable evidence of effectiveness, and delivered by staff with the appropriate skills and knowledge.

Parents are kept fully informed of planned support and interventions. Where appropriate, plans involve parents in reinforcing or contributing to progress at home.

9.3 Do

The class or subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

9.4 Review

The effectiveness of support and interventions, and their impact on the pupil's progress, are reviewed in line with the agreed date. The evaluation includes the views of the pupil and their parents and feeds back into the analysis of the pupil's needs.

The class or subject teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to provision and outcomes in consultation with the pupil and their parents.

Parents receive clear information about the impact of support and interventions so they can contribute to planning next steps.

Where a pupil has an Education, Health and Care (EHC) plan, the local authority reviews the plan at least annually. The school cooperates fully with the local authority in this process and, where required, convenes and holds annual review meetings on its behalf.

10.0 Our graduated approach to SEND

10.1 Level 1 - Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

For your child this would mean that:

- the teacher has the highest possible expectations for your child and all pupils in their class.
- all teaching is building on what your child already knows, can do and understands.
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding / learning and needs some extra support to help them make the best possible progress.

10.2 Level 2 – Additional Intervention

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. School support can often include specific group work or specified individual support. The SENCO and Class Teachers will work closely with any support staff to plan and assess the impact of the support and interventions to link them to classroom teaching. At this stage input from other agencies may be sought.

For your child this would mean:

- He / she will engage in fixed term group sessions with specific targets to help him / her make more progress.
- This type of support is available for any child who has specific gaps in their understanding of a subject / are of learning and may be:
- taught inside or outside the classroom
- taught by a teacher or a Learning Support Assistant who has had training to run these groups.

10.3 Level 3 – High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, a specialist outside agency may support this. The SENCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support your child's progress.

If this support is not impacting on progress and there is still significant concern, the school, after consultation with parents and other professionals, may request additional funding and / or an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

This means your child will have been identified by the Class teacher / SENCO / Headteacher as needing a particularly high level of individual or small group teaching which cannot be provided from resources normally available in school.

Sometimes your child will also need specialist support from a professional outside the school. This may be from:

- Local Authority central services such as Educational Psychologist Team, Visually Impaired Service and Hearing Services.
- NHS services for children such as Speech and Language Therapy (SALT) service, Physiotherapy.

For your child this would mean:

- Your child has been identified by the Class teacher / SENCO / Headteacher (or you may have raised your own concerns) as needing specialist input instead of, or in addition to, quality first teaching and intervention groups.

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission to refer your child to a specialist professional, e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class, e.g. some individual support or changing some aspects of teaching to support them more effectively.
 - Support to set targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional.
 - The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Please also see the [W x. Accessibility Plan.docx](#), which sets out adaptations we make to the school environment to remove barriers to learning.

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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11.0 SEN in Early Years

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes

Where special educational provision for a child with SEN we adopt the same graduated approach with four stages of action: assess, plan, do and review.

12.0 Adoptions to the curriculum and the learning environment

The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation.

We make these adaptations to the curriculum:

- adapted use of ICT equipment for children with physical needs
- alterations to the classroom layout for children with HI or VI

We are always happy to discuss any requests for adaptations to the curriculum, classroom and environment or other aspects of school life, e.g. sports events, educational visits.

Please also see the [School Accessibility Plan](#), which sets out adaptations we make to the school environment to remove barriers to learning.

13.0 Staff Development

The school is committed to providing training and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'.

Parents can also view Northumberland County Council's Local Offer page for further advice and information: <https://www.northumberlandsend.co.uk/your-send-local-offer>

Signed by the Governor responsible for Special Education Needs and Disability:

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This policy was reviewed: **Autumn 2025**
Date of next review: **Autumn 2026 (or earlier if need arises)**

Appendix 1 : Broad areas of need From Code of Practice (0-25) 2014

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf-blind children and young people is

available through the Social Care for Deaf-blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.