



SEN policy 2025

Approved by:	Keith Oliver – Chair of Governors	Date: November 2024
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our school vision:

'At the heart of our school, all individuals have opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock limitless potential for all in our community. Through nurturing and trust, we can open the door to exciting new adventures, challenges and experiences to spark dreams for every child.'

Aims of our school:

'At Hazlewood Community Primary School we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative, confident and committed to ensuring that all of the children in our care are happy, enthusiastic and purposeful learners.'

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

Our school Special Educational Needs Coordinator is Miss Smith. Miss Smith works on a Wednesday and Thursday.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education and Health Care plans (EHCPs)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, such as the Dyslexia Team, Language and Communication Team and Educational Psychologists
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

Our school's SEN governor is Michelle Beattie.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision, including IEPs and interventions
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

At Hazlewood Primary School, class teachers will raise any concerns about any child that they believe has SEND with the SENCO, Miss Smith. An observation and conversation will then be completed by Miss Smith and parents/ carers will be asked to come into school for a meeting where the concerns and observation will be shared. The SENCO and class teacher will discuss any concerns that parents have at home and plan out next steps based on the information. If it is felt that outside agencies need to be contacted for further support this will be discussed. The decision to add a child to the SEND register will be made jointly with the parents/ carers. If a child is added to the SEND register, they will be given an Individual Education Plan (IEP) by the class teacher and checked by Miss Smith. This will be monitored by the SENCO and class teacher and parents will be invited into school to discuss the progress towards the targets three times a year, usually on the same day as parents evening.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Where a child comes to our school already on the SEND register, a meeting will be held between the parents and the SENCO to discuss the support that was in place by the previous school and ensure a continuation of this.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty, both at home and school, and in all areas of development
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

A discussion between the SENCO and parents will take place when it is decided that a pupil will receive SEN support and be added to the school's SEND register. The child will be given an IEP.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO, and any outside agencies that are involved, to carry out a clear analysis of the pupil's needs. This will inform the child's IEP which will be reviewed and changed three times a year (equivalent to once a term).

This IEP will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

When a child with SEND leaves Hazlewood Community Primary School, we will share information with the school or other setting the pupil is moving to.

Transition to another primary school:

- When your child moves to another primary school we will send all SEND documents, including reports by outside agencies, copies of IEPs and school reports to the new school. A phone call will be held with the new school's SENCO where possible, to ensure that your child's needs are understood as fully as they can be before they meet your child.

Transition to secondary school:

- Any child transitioning to a **Newcastle Council high school** will be granted time off school to take part in transition days or activities. The SENCO and class teacher will complete the transition form and any references that are requested. We will send all SEND documents, including reports by outside agencies, copies of IEPs and school reports to the new school.
- Any Year 6 pupil transitioning to **North Gosforth Academy** will take part in transition days with their class, as well as additional SEND transition days. They will be visited in their class by some of the teaching staff from the high school including the SENCO, Mrs Smith, English, Maths and P.E teachers. Pupils will be discussed in a meeting with the SENCO at the beginning of the school year, as well as regularly throughout your child's final year at our school. We will send all SEND documents, including reports by outside agencies, copies of IEPs and school reports to the new school.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those children with Special Educational Needs and Disabilities.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils through the use of support in the classroom, the outcome that your child is expected to produce or through the use of resources.

We will also provide the following interventions:

- **Speech and Language therapy** – This is directed by Speech and Language therapists from the NHS and will take part on a 1:1 basis following your child's individualised plan
- **1st Class at Number and Success at Arithmetic** – Our school has staff members that are trained in delivering these Mathematics interventions that aim to improve basic Maths skills
- **Dyslexia and Dyscalculia intervention** – North Tyneside have an incredible team who specialise in Dyslexia and Dyscalculia. We can refer any pupil who has difficulties with Literacy or Maths to this service and they advise school when individualised interventions may be needed. These will be delivered by staff that have been shown how to deliver your child's programme and carried out on a 1:1 basis
- **Nurture Group** – Our Nurture Group takes place every Tuesday, Wednesday and Thursday from 12 until 12:20.
- **Drawing and Talking** – This is a therapeutic intervention that Mrs Wood is trained in.
- **BLAST** – This is a Speech and Language intervention that is suitable for children in EYFS.
- **Physiotherapy** – Where this has been advised and a programme has been shared with school, this will be delivered for children with physical needs and difficulties.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, apps on the iPads, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- Additional interventions
- Carefully selecting where children sit based on their needs
- Applying for additional funding where needed, to ensure that your child has access to additional support or resources

5.8 Additional support for learning

We have 8 teaching assistants who work at our school. This includes 3 who work solely in EYFS, and 5 that work across Key Stage 1 and 2.

Teaching assistants will support pupils on a 1:1 basis when directed to do so by the class teacher during lessons, when delivering interventions or where an EHCP is in place for that child that details this.

Teaching assistants will support pupils in small groups when directed to do so by the class teacher or when delivering interventions.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Dyslexia Team
- Dyscalculia Team
- Language and Communication Team
- Speech and Language therapists
- School Nurse
- Physiotherapists
- Play therapists
- Professionals from charities such as NSPCC, Barnardo's, Harbour, Acorns etc
- CAMHS or CYPS professionals
- Occupational Therapists
- Additional health professionals

5.9 Expertise and training of staff

Our SENCO, Miss Smith, is currently completing her NPQ SENCO qualification (National Professional Qualification). Miss Smith is currently a year 1 teacher and SENCO on a Wednesday and Thursday. Mi

We have a team of 7 teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Drawing and Talking, Read Write Inc, Dyslexia interventions as well as Speech and Language programmes.

We use specialist staff for play therapy sessions, any assessments relating to health needs including Speech and Language and physiotherapy.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using pupil questionnaires
- Monitoring of interventions by the SENCO
- Class and pupil observations by the SENCO
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all of our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our KS2 residential trip to High Borrans.

All pupils are encouraged to take part in sports day, school plays and workshops held in school or off site.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our school has access for disabled students who use wheelchairs or walkers.

The girl's toilets have disability access and there is a larger cubicle to help to accommodate wheelchairs or walkers. Both boys and girls toilet have sinks that are placed lower down to help disabled pupils to access them.

Any alterations that are required for pupils with SEND are carried out by North Tyneside Council at the request of the school and/ or health professionals involved with the child.

Children with SEND/ EHCP's can access our Nurture Group when needed.

The school's accessibility plan can be found in the SEN information report 2022. This includes information about how we improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services that we provide, as well as how we improve the availability of accessible information to disabled pupils.

All pupils who have EHCPs that name the school will be admitted before any other places are allocated.

For our school's oversubscription criteria, please see the relevant policy.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Nurture club to promote teamwork/building friendships
- Pupils with SEN take part in pupil surveys that are open to the rest of the school, as well as the SEND pupil survey

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

Our school will seek the advice and professional opinion of outside agencies when necessary and will continue to work closely with these agencies, attending review meetings and providing them with feedback.

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher, SENCO or head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEN

All parents or carers of children with SEND are entitled to ask the SENDIASS team for support.

The contact details for SENDIASS North Tyneside are:

Telephone: 07792 008 890 (0191) 643 8313

Email: sendiass@northtyneside.gov.uk.

5.16 Contact details for raising concerns

If you would like to contact a staff member to raise concerns about the provision for your child, please contact:

- Early Years Foundation Stage Lead – Mrs Coxon
- Key Stage 1 Lead – Mrs Snell
- Key Stage 2 Lead – Mrs Patterson
- SENCO – Miss Smith
- Head teacher – Mr Bommel

5.17 The local authority local offer

Our local authority's local offer is published here:

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

6. Monitoring arrangements

This policy and information report will be reviewed by Miss Smith, SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy