



Northburn Primary School

Special Educational Needs and Disability (SEND) Policy

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Policy Information	
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Website: Northburn Primary School

Introduction and Purpose

Northburn Primary School is committed to meeting its statutory duties in relation to pupils with special educational needs and/or disabilities (SEND), in accordance with the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice: 0 to 25 years, the Equality Act 2010 and other relevant legislation and statutory guidance. The SEND Code of Practice remains the statutory guidance for schools in England.

The school is committed to an inclusive approach in which pupils with SEND are supported to access education, participate fully in school life and make a positive difference to every pupils' education and future development. Pupils are placed at the centre of decision-making, and their views, strengths, needs and aspirations inform the support and provision provided.

Northburn Primary School offers a Specialist Support Base (SSB) providing tailored support for primary-aged pupils with SEND, particularly those with autism¹. The SSB provides small classes, a carefully designed environment and a personalised, broad and balanced curriculum. Where appropriate, pupils access mainstream lessons and whole-school activities, as the SSB is fully integrated within the wider school community.

The school recognises that pupils with SEND have different strengths and needs and that equality does not mean treating every pupil identically. The school seeks to identify and remove barriers to learning and participation and to provide appropriate support, adaptations and special educational provision.

This policy sets out the school's approach to identifying, assessing and supporting pupils with SEND and explains the responsibilities of staff, leaders and governors.

Statement of Intent

At Northburn Primary School, every pupil is unique. We celebrate diversity, individuality and interests and aim to make a positive difference to every pupil's education, wellbeing and future development.

We are committed to:

- promoting inclusion and equality of opportunity;
- ensuring that pupils with and without SEND are valued and included in the life of the school;
- identifying and responding to barriers to learning as early as possible;
- providing high-quality, inclusive teaching and appropriate adaptations;
- using universal effectively;
- involving pupils and parents/carers in decisions about provision;
- working collaboratively with external professionals where appropriate;

¹ All placements for pupils with an Education, Health and Care Plan (EHCP) at the SSB are considered by the relevant local authority panel, which determines whether the SSB is the appropriate setting to meet the pupil's individual needs.

- promoting independence, participation and positive outcomes; and
- preparing pupils for their next stage of education and, where appropriate, adulthood.

The school recognises that SEND provision is a shared responsibility. All staff have a role in identifying and removing barriers to learning and ensuring that pupils receive appropriate, inclusive and high-quality provision.

Definitions

Special Educational Needs

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if:

- they have a significantly greater difficulty in learning than the majority of others of the same age; or
- they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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

Not every disabled pupil has SEN. However, where a disabled pupil requires special educational provision, they will also be covered by the definition of SEN.

Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The definitions of SEN and disability are distinct. A pupil may have a disability without having SEN, and a pupil with SEN may not necessarily meet the Equality Act definition of disability.

The school will consider both its duties relating to SEN and its duties under the Equality Act 2010 when determining appropriate support and reasonable adjustments.

Where required, reasonable adjustments may include changes to teaching approaches, communication, assessment arrangements, policies, procedures, auxiliary aids or services and other aspects of school life. Accessibility of the physical environment is addressed through the school's Accessibility Plan.

Broad Areas of Special Educational Need

The SEND Code of Practice identifies four broad areas of special educational need. These are used to help schools understand the range of needs pupils may have and to plan appropriate provision.

Communication and Interaction

This may include speech, language and communication needs and difficulties with social communication and interaction. Pupils with autism may have needs within this area, although their needs may also span other areas.

Cognition and Learning

This may include:

- specific learning difficulties such as dyslexia and dyscalculia;
- moderate learning difficulties;
- severe learning difficulties; and
- profound and multiple learning difficulties.

Social, Emotional and Mental Health

This may include difficulties relating to emotional wellbeing, mental health, attention, attachment, emotional regulation, relationships and behaviour.

Sensory and/or Physical Needs

This may include visual or hearing impairment, multi-sensory impairment and physical disability.

These areas are not mutually exclusive. A pupil may have needs across more than one area. The school will consider the individual pupil's strengths, needs and circumstances rather than relying on a particular category of need.

Principles of SEND Provision

Northburn Primary School will:

- maintain high expectations for all pupils;
- provide inclusive, high-quality teaching;
- identify and respond to barriers to learning;
- use universal provision appropriately;
- involve pupils and parents/carers in decision-making;
- ensure that provision is proportionate to identified need;
- promote independence rather than unnecessary dependence on adult support;
- work collaboratively with external services;
- consider equality and reasonable adjustments alongside SEND provision;
- monitor the effectiveness of provision; and
- adapt provision in response to changing needs.

There is no single pathway or fixed threshold that applies to every pupil. The school's approach will be flexible and based on the evidence available, the pupil's strengths and needs and their response to provision.

The school will not require a pupil to complete a predetermined number of interventions or Assess, Plan, Do, Review (APDR) cycles before appropriate SEN Support, specialist advice or consideration of an Education, Health and Care (EHC) needs assessment can be considered.

Roles and Responsibilities

Governing Board

The Governing Board has overall responsibility for ensuring that the school meets its statutory duties towards pupils with SEND and disabled pupils.

The Governing Board will:

- have appropriate oversight of SEND provision and its effectiveness;
- ensure that the school has an appropriate SEND policy;
- ensure that the SEN Information Report is published and kept up to date;
- monitor the school's compliance with relevant SEND and equality duties;
- ensure that appropriate resources are available;
- ensure that the Special Educational Needs Coordinator (SENCO) has sufficient time and support to fulfil the role effectively; and
- provide appropriate support and challenge to school leaders.

A governor or committee will have specific oversight of SEND and disability arrangements. Department for Education (DfE) guidance recommends that governing boards maintain active oversight of SEND, including pupil and parent engagement, SENCO arrangements and accessibility.

Headteacher – Mr G. Parnaby

The Headteacher is responsible for:

- ensuring that the school meets its statutory SEND duties;
- working with the SENCO to develop and implement effective provision;
- ensuring that staff receive appropriate training;
- ensuring SEND is reflected in school improvement planning;
- ensuring appropriate use of resources; and
- keeping the Governing Board informed about SEND provision and its effectiveness.

SENCO – Miss L. Dawson

The SENCO is responsible for:

- coordinating the school's SEND provision;
- supporting the identification and assessment of pupils with SEND;
- advising staff on appropriate provision and adaptations;
- coordinating the graduated approach and APDR;
- maintaining oversight of the SEN register and SEND records;
- working with pupils and parents/carers;
- working with external professionals and agencies;
- supporting transition arrangements;
- providing advice, guidance and Continuing Professional Development (CPD) to staff;
- supporting Consideration of Statutory Assessment (COSA) and EHC needs assessment processes where appropriate; and
- working with the Headteacher and Governing Board on the strategic development of SEND provision.

The school will ensure that the SENCO has sufficient time, administrative support and access to relevant information to fulfil these responsibilities effectively.

Class Teachers

Class teachers are responsible and accountable for adapting teaching to respond to the strengths and needs of all pupils.

This includes:

- identifying emerging needs and raising concerns;
- planning and delivering high-quality, inclusive teaching;
- implementing appropriate adaptations;
- planning and reviewing SEND provision with the pupil, parents/carers and SENCO where appropriate;
- implementing agreed provision, targets and strategies;
- monitoring progress and evaluating the impact of support;
- ensuring that staff working with the pupil understand their needs and provision; and
- maintaining high expectations for all pupils.

Teaching assistants and other support staff contribute to provision under the direction of the class teacher and, where appropriate, the SENCO. Support will promote pupil independence and should not create unnecessary reliance on individual adults.

Identification and Assessment

The school recognises the importance of early identification and timely response. There should be no unnecessary delay in identifying and responding to SEND.

High-quality teaching is central to the school's approach. Teachers are responsible for the progress and development of all pupils, including those with SEND.

Staff use a range of evidence to identify emerging needs, including:

- teacher assessment;
- observation;
- pupil and parent/carer views;
- progress and attainment information;
- developmental information;
- attendance and engagement;
- the pupil's response to existing provision; and
- advice from external professionals where appropriate.

Identification will consider the whole pupil, including strengths, needs, barriers to learning and progress. The school will not rely solely on attainment data or a particular diagnosis when determining support.

Early Years

Within the Early Years, provision is informed by the Early Years Foundation Stage statutory framework.

Staff monitor children's development through ongoing observation and assessment. A delay in learning or development does not necessarily mean that a child has SEND, and difficulties with communication, behaviour or social interaction may have a range of causes.

Where concerns arise, staff will work with parents/carers and, where appropriate, relevant professionals to develop a shared understanding of the child's needs and determine appropriate support.

Where SEND is identified, the school will use the graduated approach to assess, plan, implement and review provision.

On Watch

On Watch is an Northburn Primary School internal process used to support the early identification, monitoring and review of emerging concerns.

Being placed On Watch:

- is not a category of SEND provision;
- does not mean that a pupil has SEN; and

- is not a statutory stage of the SEND graduated approach.

A pupil may be placed On Watch where concerns arise regarding progress, learning, communication, behaviour, social and emotional development, wellbeing, attendance or access to the curriculum.

The school will consider the pupil's strengths and needs, their response to high-quality teaching and universal provision and any other relevant evidence.

Where appropriate, the concern will be recorded and monitored through the Assess, Plan, Do, Review (APDR) cycle. The class teacher, relevant school leaders and SENCO will be involved as appropriate, and the pupil and parents/carers will be included in discussions.

A pupil does not need to have been placed On Watch before receiving SEN Support. Where evidence indicates that a pupil has SEN and requires special educational provision, the school will respond promptly and will not delay SEN support because the pupil has not completed the On Watch process.

SEN Support and the Graduated Approach

Where a pupil is identified as having SEN and requires special educational provision that is additional to or different from that ordinarily available to pupils of the same age, the school will provide SEN Support.

The school uses the graduated approach of:

Assess → Plan → Do → Review

The process is continuous and provision will be adapted in response to the pupil's progress, development and changing circumstances.

Assess

The school will assess the pupil's strengths, needs and barriers to learning using relevant information from school assessment, observation, the pupil, parents/carers and, where appropriate, external professionals.

Plan

The school will agree appropriate outcomes and identify the provision, adaptations and/or interventions required. Relevant staff will be informed of the pupil's needs, expected outcomes and agreed provision.

Do

The class teacher remains responsible for the pupil's day-to-day learning and for implementing agreed provision. Teaching assistants and other staff contribute under the direction of the class teacher. The SENCO provides advice and oversight and coordinates specialist involvement where appropriate.

Review

The impact of provision will be reviewed regularly. Reviews will consider progress, the pupil's response to provision, the views of the pupil and parents/carers and any changes in need.

Following review, the school may:

- continue existing provision;
- adapt or increase support;
- seek further assessment or specialist advice;
- consider whether SEN Support remains appropriate; or
- consider whether an Education, Health and Care (EHC) needs assessment may be appropriate.

Reviews will take place at least three times each academic year and more frequently where the pupil's needs or circumstances require.

Personalised Support Plans and Passports

Northburn uses Personalised Support Plans (PSPs) and Passports as school-level documents to support the planning, delivery and review of SEN support.

These are internal school documents and do not replace statutory documents or duties.

Personalised Support Plan

A PSP is used where a pupil has identified SEND and requires additional or different provision that can be planned, delivered and monitored through school-based expertise and provision.

A PSP will normally identify:

- the pupil's strengths and needs;
- barriers to learning;
- agreed outcomes;
- targets;
- provision, adaptations and interventions;
- staff responsibilities; and
- arrangements for review.

Targets and provision will be reviewed at least three times each academic year and more frequently where required.

Passport

Where an external professional or specialist service is involved, the school will use a Passport to incorporate relevant professional advice and recommendations into the pupil's school-based provision.

The Passport may include:

- strengths and needs;
- relevant professional advice;
- agreed strategies and adaptations;

- provision and reasonable adjustments;
- outcomes and targets; and
- arrangements for monitoring and review.

External advice will be considered and implemented where appropriate and within the school's role and available provision.

Specialist Advice and External Agencies

The school works collaboratively with relevant professionals and services where specialist advice, assessment or intervention is required.

This may include professionals from:

- education;
- health;
- social care;
- educational psychology;
- speech and language therapy;
- occupational therapy; and
- other appropriate services.

The school will seek parental/carers and pupil involvement where appropriate and will use professional advice to inform provision.

Where external professionals recommend strategies or adaptations, these will be considered and incorporated into school provision where appropriate.

Consideration of Statutory Assessment (COSA)

Where a pupil has received appropriate SEN support and, despite sustained and appropriate provision, significant concerns remain about their progress, development or level of need, consideration may be given to whether an Education, Health and Care (EHC) needs assessment is appropriate.

Northburn will endeavour to secure appropriate special educational provision for pupils with SEND.

Within Northumberland, the school may use the COSA process to request that the Local Authority SEND Commissioning Panel considers whether a full statutory assessment is required. Northumberland's COSA process brings together evidence about the pupil's needs, provision and response to support.

A COSA may include evidence relating to:

- the pupil's strengths, needs and barriers to learning;
- the provision already put in place;

- the impact of that provision;
- assessment and progress information;
- APDR records;
- PSPs or Passports;
- relevant professional advice; and
- the views, wishes and aspirations of the pupil and parents/carers.

The school will work collaboratively with the pupil, parents/carers and relevant professionals when preparing evidence.

A COSA request does not automatically result in an EHC needs assessment or Education, Health and Care Plan (EHCP). The Local Authority will consider the evidence and determine whether a statutory assessment should proceed.

Parents/carers have the right to request an EHC needs assessment directly from the Local Authority.

Education, Health and Care Plans

An EHCP is a legal document describing a child's or young person's special educational needs, the outcomes they are working towards and the special educational provision required to meet those needs.

Where a pupil has an EHCP, Northburn will:

- implement the provision specified in the plan;
- ensure relevant staff understand the provision and strategies required;
- work with the pupil, parents/carers, Local Authority and relevant professionals;
- monitor the impact of provision; and
- contribute to the Local Authority's annual review process.

The Local Authority must review an EHCP at least every 12 months.

Equality, Accessibility and Reasonable Adjustments

The school recognises its duties under the Equality Act 2010.

Where a pupil is disabled, the school will consider its duty to make reasonable adjustments and will seek to identify and remove avoidable barriers to participation.

Reasonable adjustments may include changes to:

- teaching approaches;
- communication;
- assessment arrangements;
- policies and procedures;

- auxiliary aids and services; and
- other aspects of school life.

The school will also consider accessibility proactively through its Accessibility Plan, which addresses access to the curriculum, physical environment and information.

SEND provision and equality duties will be considered together but are not interchangeable.

Safeguarding

The school recognises that pupils with SEND may face additional safeguarding risks or barriers to recognising, communicating or reporting concerns.

Staff will remain alert to:

- changes in behaviour, mood or presentation;
- bullying, including prejudice-based bullying;
- online risks;
- abuse, neglect and exploitation;
- child-on-child abuse;
- sexual violence and sexual harassment;
- social isolation;
- unexplained changes in attendance or engagement; and
- communication difficulties that may affect a pupil's ability to report concerns.

Staff must not assume that a change in behaviour or presentation is solely attributable to SEND or a medical condition.

Safeguarding concerns must be reported without delay to the Designated Safeguarding Lead (DSL), or deputy where appropriate, in accordance with the school's Safeguarding and Child Protection Policy.

The school will take account of a pupil's SEND, communication needs and individual circumstances when responding to safeguarding concerns.

The school's safeguarding arrangements are informed by Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026.

Mental Health and Emotional Wellbeing

Northburn recognises that mental health and emotional wellbeing are important to pupils' learning, development and participation.

The school promotes positive mental health through the curriculum, relationships and wider school life.

Staff will seek to understand the individual circumstances and underlying needs of pupils experiencing social, emotional or mental health difficulties.

Support may include:

- adaptations to teaching, routines or the learning environment;
- targeted intervention or individual support;
- support for staff;
- work with parents/carers;
- signposting to appropriate services; and
- work with external professionals where specialist advice is required.

A pupil experiencing mental health or emotional difficulties will not necessarily have SEN. Where their needs meet the definition of SEN and require special educational provision, the school will use the graduated approach.

Where a pupil has medical needs, appropriate arrangements will be made in accordance with the school's Medical Conditions Policy and, where required, an Individual Healthcare Plan.

Transition

The school recognises that transitions can be particularly challenging for pupils with SEND.

Transition planning will take place at appropriate points, including:

- joining the school;
- movement between classes or phases;
- transition from Early Years to Key Stage 1;
- transfer to secondary school;
- significant changes in provision; and
- return following prolonged absence where additional support is required.

Where appropriate, transition arrangements may include:

- additional visits;
- transition meetings;
- visual or other preparation resources;
- sharing relevant information;
- reasonable adjustments;
- pupil and parent/carers involvement; and
- liaison with receiving schools and external professionals.

The aim is to provide continuity, promote independence and ensure that appropriate provision is in place from the point of transition.

Staff Development

The school is committed to developing staff knowledge, skills and confidence in meeting the needs of pupils with SEND.

SEND will form part of the school's professional development programme. Training will be informed by:

- the needs of pupils in the school;
- staff development needs;
- external professional advice;
- emerging areas of SEND practice; and
- monitoring and evaluation of provision.

The SENCO will provide advice, guidance and signposting to relevant training and resources.

Where appropriate, staff may undertake specialist or accredited training.

The school recognises that developing staff expertise is essential to providing consistent, inclusive and high-quality SEND provision.

Complaints and Resolving Concerns

Northburn Primary School welcomes communication with pupils and their parents/carers and aims to resolve concerns about SEND provision at the earliest opportunity.

Where a pupil or parent/carer has a concern, they should initially raise it with the class teacher, phase leader or SENCO.

Where a concern cannot be resolved at this stage, it may be escalated to the Headteacher and, where appropriate, the Governing Board in accordance with the school's Complaints Procedure.

Information about making a formal complaint is available in the school's Complaints Procedure.

Relationship with Other School Policies and Information

This SEND Policy should be read alongside the school's other relevant policies and published information, including:

- SEN Information Report;
- Accessibility Plan;
- Equality Policy and Equality Objectives;
- Safeguarding and Child Protection Policy;
- Medical Conditions Policy;
- Behaviour Policy;
- Attendance Policy;

- Curriculum Policy; and
- Complaints Procedure.

The SEN Information Report provides information about the school's current SEND provision and arrangements for identifying, assessing and supporting pupils with SEND.

The Accessibility Plan sets out the steps the school is taking to improve accessibility for disabled pupils, including access to the curriculum, physical environment and information.

The school will also signpost pupils and parents/carers to Northumberland County Council's Local Offer, which provides information about SEND provision and services available locally.

School-level documents such as PSPs and Passports support the implementation and review of provision but do not replace the school's statutory duties.

Monitoring, Review and Evaluation

The effectiveness of the school's SEND provision will be monitored through:

- pupil progress and outcomes;
- review of SEND provision;
- APDR cycles;
- monitoring by the SENCO and senior leaders;
- review of the SEN register;
- evaluation of interventions and support;
- governor oversight; and
- relevant external review or professional advice.

The SENCO and Headteacher will review the effectiveness of SEND provision and report to the Governing Board as appropriate.

The policy will be reviewed at least annually, or earlier where there are significant changes to legislation, statutory guidance, local arrangements or school practice.

Legal Framework and Related Guidance

This policy has due regard to relevant legislation and statutory guidance, including:

- Children and Families Act 2014;
- Equality Act 2010;
- Education Act 1996;
- Special Educational Needs and Disability Regulations 2014;
- SEND Code of Practice: 0 to 25 years;
- Early Years Foundation Stage statutory framework, where applicable;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;

- Supporting pupils at school with medical conditions;
- Information sharing to safeguard children and young people;
- relevant Northumberland County Council SEND guidance, including guidance relating to the Graduated Approach, Ordinarily Available Provision and COSA; and
- other relevant legislation, regulations and statutory guidance in force at the time of implementation.

The SEND Code of Practice is statutory guidance and applies to schools and other bodies specified within the Children and Families Act 2014.

Current safeguarding arrangements are informed by KCSIE 2026, Working Together to Safeguard Children 2026 and the current statutory information-sharing guidance.

Where there is any conflict between this policy and applicable legislation or statutory guidance, the school will comply with the relevant legislation and statutory guidance.

Appendix 1 – Broad Areas of Need

The SEND Code of Practice identifies four broad areas of special educational need:

Area of need	Examples
Communication and interaction	Speech, language and communication needs; social communication; autism
Cognition and learning	Specific learning difficulties; moderate, severe and profound learning difficulties
Social, emotional and mental health	Anxiety, emotional regulation, attention difficulties, attachment and mental health difficulties
Sensory and/or physical	Hearing or visual impairment, multi-sensory impairment and physical disability

The areas are not mutually exclusive and a pupil's needs may span more than one area.

Appendix 2 – Key SEND Terms

APDR – Assess, Plan, Do, Review

COSA – Consideration of Statutory Assessment

CPD – Continuing Professional Development

EHCP – Education, Health and Care Plan

PSP – Personalised Support Plan

SEN – Special Educational Needs

SENCO – Special Educational Needs Coordinator

SEND – Special Educational Needs and/or Disabilities

SLCN – Speech, Language and Communication Needs

SEMH – Social, Emotional and Mental Health