



## Special Educational Needs and Disability (SEND) Policy

**Heighington C of E Primary School celebrates each person's individuality, their achievements and their passions.**

*"Life in all its fullness" (John 10:10)*

At our school, we strive to support **all** children to achieve.

To do this, we provide a vibrant and nurturing environment, quality teaching and a wide variety of learning experiences.

However, we also acknowledge that, for some children, there are occasions where further additional support may be needed to help them to succeed.

Heighington's SEND Coordinator is Miss Kate Timmins.

To contact Miss Timmins:

Telephone - 01325 300326

e-mail – [office@heighingtonprimary.org.uk](mailto:office@heighingtonprimary.org.uk)

The named Academy Councillor with responsibility for SEND provision is Mrs Lisa Thom.

A copy of the SEND Information Report can also be found on the website, along with links to the Local Offer.

[www.heighingtonceprimary.org.uk](http://www.heighingtonceprimary.org.uk)



This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (DfE, 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools( DfE, Feb 2013)
- SEND Code of Practice 0 – 25 (DfE, Jan 2015, updated April 2020)
- Statutory Guidance on Supporting pupils at school with medical conditions (DfE, April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (DfE, Sept 2013)
- Keeping Children Safe in Education (DfE, Sept 2023)
- Teachers Standards 2012
- Safeguarding Policy
- Behaviour and Rewards Policy
- Pupil Premium Policy
- Anti-bullying Policy
- Accessibility Plan

The current SEND Code of Practice puts the needs and views of children and families at the heart of SEND provision. In the spirit of this, this policy was created by the SENDCo in liaison with the SEN Academy Councillor, SLT and all staff and with the views of our parents of pupils with SEND and our children with SEND in mind.

## Aims

The SEND Code of Practice (DfE, Jan 2015) states that 'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

In support of this, it is the aim of Heighington CE Primary School to provide a vibrant and nurturing environment, quality first teaching and a wide variety of learning experiences to support *all* children to achieve.

We acknowledge that, for some children, there are occasions where further additional support may be needed to help them to succeed and we are committed to working with children and families to plan and provide tailored support, recognising children's strengths and needs.



## Objectives:

1. To identify and provide for pupils who have additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for Special Educational Needs and Disability.
4. To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will oversee SEND provision in school.
5. To provide support and advice for all staff working with pupils who have additional needs.
6. To provide information and support to parents of children with additional needs.

## Identifying Additional Needs

At various points within their time at school, children may present with additional needs that impact upon their learning or development. It is the aim of our school to identify these needs and to plan effective provision to support children in addressing them so that they may achieve their full potential.

In the first instance, this will be through ensuring that all children have access to the highest quality teaching.

Where a child's progress continues to be less than expected despite the Quality First Teaching, it may be necessary for the schools to plan and provide additional support strategies. The Code of Practice 0-25 (DfE, January 2015) explains that 'A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, namely provision different from or additional to that normally available to pupils of the same age'.

The Code of Practice 0-25 (DfE, January 2015) describes four broad areas of need, acknowledging that in practice, individual children or young people often have needs that cut across all four areas and that their needs may change over time. These broad areas are:

### 1. 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.

### 2. 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 and 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.

### 3. Social, Emotional and Mental Health

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.

### 4. 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.

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification, though, is to work out what action we in school need to take, not to fit children into a category.

We acknowledge, too, that our children may also present with needs that may not fall into any of these categories of SEN but may impact upon their progress and attainment. For example,

- Disability – The Equality Act (2010) describes a disability as ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN.
- Poor attendance and punctuality
- Health and Welfare needs (including a bereavement, for instance)
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant



- Being a Looked After Child
- Being a child of a Serviceman/woman

## The Graduated Approach to SEND Support

There are a number of ways that a child's additional needs may be identified:

- Information sharing between professionals (for example, on transfer between schools, after a school nurse visit)
- Discussion with parents
- Discussion with children
- Observations from class teachers/support staff
- Concerns over progress (including review of a child's progress data). These concerns may be triggered (although not exclusively) by progress that is:
  - significantly slower than that of their peers starting from the same baseline;
  - failing to match or better the child's previous rate of progress;
  - failing to close the attainment gap between the child and their peers; or
  - widening the attainment gap

Class teachers are responsible for the progress and outcomes for every child in their class. For children identified with additional needs, high quality teaching and careful differentiation will be the first step in responding to these.

If the class teacher continues to be concerned over a child's progress or development, then they will first invite parents/carers into school to discuss their concerns.

With parents' permission, they will then speak with the SENDCo and together, they will begin gathering information to assess whether the child has Special Educational Needs.

This may involve the SENDCo organising assessments or screening (for example, the Dyslexia Early Screening Test) or, where expertise/assessments are not available on site, making a referral to outside agencies – for example, Educational Psychology, LINS Team (Low Incidence Needs Service) or CAMHS (Child and Adolescent Mental Health Service).

If a child has a medical need which may be impacting on their learning, then the SENDCo may arrange for the relevant medical professionals to come out to school or for staff involved to access appropriate training with professionals. (See also Section 7 – Supporting children with a medical need)

The SENDCo will then arrange to meet with parents/carers and class teachers to share the information gathered and plan how to proceed.

This may involve agreeing:

- adaptations to the environment (e.g. reorganising furniture or creating an individual work space)
- strategies that can be added to classroom practice to support a child (e.g. dyslexia-friendly teaching methods or visual timetables/prompts to support children with a social and communication difficulty)
- interventions that can be put into place in addition to classroom activities. For example, Speech and Language Intervention or Occupational Therapy sessions.

Strategies or additional support that parents can use at home may also be agreed.



We may also agree to invite other professionals into school to help us to gather more evidence, offer advice and guidance on support and/or to work with a child. This could be the Educational Psychologist, for example, or an Advisory Teacher. If additional training is required for staff, then this will be organised.

At this stage, it is likely that the SENDCo will ask for parents' permission to record children on the SEND Register. This is a confidential working document that only school staff can view. It ensures that all adults working with a child are aware that they have additional needs that will need to be considered when planning.

There are three categories on the SEND Register:

1. Children whose parents or teachers have raised a concern around their learning, but where it is felt more information needs to be gathered in order to support them, will be recorded on our SEND register at 'Monitoring'.
2. Children whose learning is supported by resources available in school, will be recorded on our SEND Register at 'Support'.
3. Children whose learning is supported by resources available in school plus from a number of other outside agencies, will be recorded on our SEND Register at 'Support +' or EHCP.

#### Resources Available in School

\*Please note, children do *not* have to be identified on the school's SEND Register to be able to access the resources detailed below. Class teachers may consider that children will benefit from access to them as part of their curriculum provision – to develop their skills and, in some cases, remove potential barriers to their learning in the future.

If your child is also being supported by the NHS Speech and Language Therapy departments, then staff will liaise closely on individual programmes and activities which can, where possible, be added to the sessions in school.

If parents and professionals consider that children have significant emotional needs that are impacting upon their learning, then it may be possible to access support through the Mental Health Support Team (part of the Growing Healthy initiative in Darlington).

In addition to this, Heighington has a designated PSHE (Personal, Social and Health Education) lead who is responsible for the planning and delivery of high quality PSHE across the phases. These sessions cover a range of topics; including building relationships, bullying and online safety, for example. The lead adult is available for children to talk to about the issues covered in lessons or others that they may be facing.

At Heighington, the lead adult is Mrs Sophie Lockey.

The school is closely linked with the village church and the vicar makes regular visits up to school to talk with children and staff. Parents are also encouraged to contact the vicar directly.

Miss Timmins is the named lead teacher for ASD (Autistic Spectrum Disorders) and is able to offer support and guidance for staff and parents when working with children with ASD or



Social and Communication Difficulties. This support, and any interventions planned and implemented can be overseen by Hurworth ASD Resourced Provision if requested.

#### External Agencies:

If a child requires further assessment or resources beyond those normally available in school, then the SENDCo can make a referral to a variety of external agencies. These are listed in Appendix 1.

Some of these agencies are still accessed through the Local Authority – for example, the LINS Team (Low Incidence Needs Service) and SCOS (Social and Communication Outreach Service) – or the local Health Trust (e.g. Speech and Language Therapy, Occupational Therapy and CAMHS). We have a set amount of hours access to Educational Psychology support each year.

In some circumstances, we are also able to buy in support from services such as Sensory Worx Occupational Therapy to upskill our staff and to ensure that parents and children aren't frustrated by long waiting times for assessment and support.

## Management of Children with Special Educational Needs and Disabilities.

#### Support Plans:

Children who are on the SEND Register at *SEND Support* level will have their support documented within a 'Support Plan'. This will involve their teacher and the SENDCo meeting termly to discuss the child's progress and set 3 or 4 new targets for them to work on. Details of the support required for them to achieve their targets will also be recorded. Parents will receive a copy of their child's plan and will be asked to record their views and any comments they may have about their child's learning on a return slip.

#### One Plans:

Where children are presenting with a variety of additional needs at '*SEND Support +*' or have a number of external agencies involved with them, we will usually agree to coordinate support through a 'One Plan'. This is a useful document which brings together all of the information that we hold on a child. Everybody involved with a child (including parents, staff, other professionals and the child themselves) contributes to this document. It remains with the child for as long as they need it and can transfer easily between schools.

After introducing the 'One Plan' and talking parents through its purpose and use, the SENDCo will send a copy of a 'One Plan' and ask parents to fill in relevant background information and family history. Parents will also be asked about a child's strengths, their needs as they see them and the challenges that the child and family face. The SENDCo is able to support families in completing this if required.

We will ask parents whether *they* would like to record their child's views or they would like us to do so. The SENDCo is able to offer advice and support on recording children's views, particularly where children are very young.



The SEND Information, Advice and Support Service (SENDIASS) can also be helpful in advising parents when completing their information and in obtaining children's views. More information regarding this service can be found at [www.livingwell.darlington.gov.uk](http://www.livingwell.darlington.gov.uk).

Staff and other professionals will then be asked to add information from their perspectives.

The SENDCo will organise a multi-agency meeting where all of this information can be brought together, shared and discussed. Everyone present will work together to agree priorities for your child and for you as a family and develop a Support Plan with measurable outcomes.

Once agreed, the One Plan will be regularly reviewed (usually termly, but this will depend upon the age of the child and their individual needs). The SENDCo and Class Teacher share responsibility for maintaining and reviewing the One Plan. Through this four-part cycle (Assess – Plan – Do – Review), earlier decisions and actions are revisited, refined and revised; with a growing understanding of the child's needs and of what supports them in making good progress and securing good outcomes.

A sample 'One Plan' can be found in Appendix 2.

#### Care Plans:

In some cases, a child's Special Educational Need is a medical condition that requires specific care to be administered in school. For these children, a Care Plan should be written in consultation with the parents, child and other relevant professionals. Care Plans are overseen by the SEND Coordinator.

#### Personal Education Plans (PEPs) and Looked After Pupils:

The Designated Teacher for Looked After Children is Mrs Stonier and she has responsibility for liaising with the Local Authority (as Statutory Parent), foster parents (and natural parents depending on individual circumstances), class teachers and children on coordinating provision and monitoring progress through Personal Education Plans (PEPs). These are updated on an annual/bi-annual basis, depending upon the Local Authority's arrangements.

Where Looked After Children are also identified as having additional needs which are impacting upon their learning, then the SENDCo is responsible for working closely with the Designated Teacher and the agencies listed above to plan and coordinate effective provision to ensure the best outcomes for the child. They may agree upon a 'One Plan' to run alongside the PEP.

The government provides an additional allowance for Looked After Children, referred to as 'Pupil Premium'. This allowance can be used to support children's development in a variety of ways. Information regarding this can be found on the school's website. The Virtual Head for Looked After children in Darlington is Calvin Kipling. He can be contacted by e-mail at [calvin.kipling@darlington.gov.uk](mailto:calvin.kipling@darlington.gov.uk).



## Education, Health and Care Plans:

If it is agreed by all professionals and the family that a child's needs are so complex that we cannot meet them through the resources that we currently have available in/to school, then we can apply to the Local Authority (in which the child is resident) for:

- access to different resources/support services (for example, a resource base)
- Statutory Assessment for additional funding through an 'Education, Health and Care Plan' (EHC Plan). This is a statutory document and is legally binding.

To do this, everyone involved will agree that the 'One Plan' in place, after review, is not meeting a child's needs and should be put forward to the Local Authority for assessment.

The Local Authority may:

- Agree access to support services/resource bases
- Ask for additional information or make suggestions as to other routes to follow before Statutory Assessment
- Agree to undertake a Statutory Assessment for an EHC Plan

Information on this process can be found on Darlington Local Authority's website [www.darlington.gov.uk](http://www.darlington.gov.uk) under the 'Education and Learning' tab and in 'Special Educational Needs and Disabilities' under 'Education'.

If you live in County Durham, information can be found here: <https://www.durham.gov.uk/article/19058/Education-Health-and-Care-EHC-assessments-and-plans>

## Supporting Pupils and Families

Parents and pupils are encouraged to contact the SENDCo at any time in between reviews, if they have queries or concerns about their child or feel that they would like support.

The SENDCo is also able to put parents in touch with other organisations – for example, charities and advisory services. We have a named SEND Officer from Darlington Local Authority, too, who can offer advice and guidance to schools and parents. (See Appendix 1)

Darlington Local Authority's 'Local Offer' of services is available at [www.darlington.gov.uk](http://www.darlington.gov.uk) under the 'Education and Learning' tab and in 'Special Educational Needs and Disabilities'.

County Durham Local Authority's 'Local Offer' of services can be found at <https://www.durham.gov.uk/article/3722/About-the-Local-Offer-in-County-Durham>

The SEND Code of Practice 0 – 25 (DfE, Jan 2015, updated April 2020) requires that all schools provide an SEND Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act). This can be found on the website <https://www.heighingtonceprimary.org.uk> under the 'Statutory Information' and then the SEND tabs.

The 'SEND Information, Advice and Support Service' (SENDIASS) in Darlington can also be accessed via [www.livingwell.darlington.gov.uk](http://www.livingwell.darlington.gov.uk). This is a free impartial service which



supports parents/carers of children who have or may have special educational needs or young people who have or may have special educational needs. They can provide parents with information and support on a one-to-one basis.

Other information, for example, the School's Admissions Policy can be found on the website <https://www.heighingtonceprimary.org.uk> under the 'Statutory Information' tab, in 'Policies'.

#### Access Arrangements for Statutory Assessments:

At Year 6, for children with identified SEND, Mrs Stonier can apply to use alternative arrangements to enable the children to access the tests and ensure that they have every opportunity to succeed. This may involve additional time, use of a reader or a scribe, for example. An Educational Psychologist will often support this application.

Where it is considered that a child will benefit from such alternative arrangements, these will be introduced during the terms preceding so that they are confident of them and they are part of normal classroom practice.

If it is considered by parents and professionals at the Year 6 Autumn Term Review meeting that the tests are not appropriate for the child, then Mrs Stonier may also request 'disapplication'. Children can also be disapplied from the Year 1 phonics screening and the Year 4 multiplication test, if again it is deemed they are not appropriate.

## Transition

Our school recognises the importance of positive transitions in children's education and also the worries that pupils and parents have around transition, particularly where children are moving from our primary settings into secondary provision.

If children are transferring between Key Stages within the school, the receiving class teacher will already have access to the relevant information.

If a child has a One Plan or EHC Plan any transition support will be added to the updated Action Plan at the end of the review.

If a child has additional needs but doesn't have a One Plan or EHC Plan, then the SENDCo will still organise a meeting between staff (as well as parents and child if appropriate) to share information and ensure that the receiving class teacher has the relevant support in place to continue to meet the needs of the child.

When children transfer between Key Stage 2 and Key Stage 3, then, if requested, the SENDCo and the child's class teacher will meet with parents during the Spring or Summer Term of Year 5 to begin thinking about transition. Parents will be encouraged to visit the schools that they are considering for Key Stage 3. The SENDCo can help with this – accompanying parents or offering support with questions that should be asked/key information that should be shared. At parents' request, a meeting can be organised between school staff, parents and the SENDCos from the Secondary schools.

In the Autumn Term of Year 6, the SENDCo will organise a 'Review' of a child's support plan which will include a focus on transition. All agencies involved with a child will be invited, including the child themselves where appropriate. At this meeting, if a One Plan or



EHC Plan is in place, this will be shared and reviewed so that everyone has an up-to-date picture of the child's strengths and needs. A Transition plan will then be agreed, acknowledging these and making provision for any additional support that may be required – for example, additional visits to the Secondary or visits by Secondary staff to our schools. If the child has additional needs but doesn't have a One Plan or EHC Plan, the SENDCo will still organise a 'Transition Review' where appropriate, with school staff, parents, the child and the receiving SENDCo, so that the key information can be shared and the receiving Secondary school can begin planning to meet the child's needs.

## Supporting Pupils At School With Medical Conditions

Our school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the schools will comply with their duties under the Equality Act 2010.

Some children may also have SEND and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

If a medical condition is identified for a child, the SENDCo will meet with parents at the first available opportunity to share information, identify any risks and discuss how these and any treatment programmes can be managed in school. If appropriate, the school nurse will also attend this meeting. Depending upon the age of the child, they may also attend. If it isn't appropriate for children to attend, they will be asked for their views on support and managing their needs.

It is likely that the SENDCo will then draw up an individual Care Plan. This will include the relevant background information on the condition and then how it impacts specifically in the case of the child. It will detail any treatment programmes and implications for school. Staff who will be responsible for administering medication/monitoring symptoms will be named in the plan.

Where appropriate to the condition, there will be a section for 'Information in the event of an emergency'. Here, information will be recorded regarding signs and symptoms that indicate that the child is in difficulties or unwell and the steps that staff must take in responding to these.

If staff training is required to support children or administer treatment/medication, then this will be organised as soon as possible.

\*Please note, if staff do need specialist training or if specialist equipment is required to support the child, the SENDCo will undertake a risk assessment to decide upon whether it is safe for the child to attend school before this has been obtained.

The Care Plan, once agreed by parents and professionals, will then be shared with all staff. First Aiders and members of staff trained to administer medication have regular meetings to ensure that they are familiar with all Care Plans.



Care Plans will usually be reviewed annually. Where there are changes to the condition or treatment between reviews, the Plan will be updated immediately to reflect these and shared again with all staff.

A sample 'Care Plan' can be found in Appendix 2.

## Exiting the SEN Register

SEND support for children within school is tailored to address their individual needs and is reviewed on a regular basis. If, at review, it is considered by all agencies that a child is progressing or developing in line with their peers and no longer requires the additional support that has been provided, then the SENDCo will suggest that the child remains on the SEND Register, recorded as 'Monitoring'. If the child continues to make progress in line with expectation, then the SENDCo will meet with parents and agree to remove the child from the SEND Register.

The SEND Register is a continually evolving document. Children are able to move on and off the Register, according to their needs.

## Roles and Responsibilities

In addition to the SENDCo, there are a wide variety of adults involved in SEN Planning and Provision:

1. The named SEND Academy Councillor is Mrs L Thom.
2. The Designated Teacher for Looked After Children is Mrs C Stonier.
3. The Designated Teachers with responsibility for safeguarding are Mrs C Stonier, Mrs M Wallis and Mrs V Peters.
4. The member of staff with specific responsibility for managing the Pupil Premium Grant and coordinating provision for children able to access this grant is Mrs C Stonier
5. The named member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Miss K Timmins. You can find the 'Administration of Medicines' and 'Supporting Children with Medical Conditions' policies on the school website.



## Storing and Managing Information:

The information that we hold on a child and their family is kept in a locked cupboard on the school site. It is shared with relevant professionals, only with parental permission.

If information is shared between parents and professionals electronically, then this will always be done with password protection.

Any information/plans that are held will be kept whilst the children are with us and then passed onto the receiving school on transition. Confidential information will be handed over in person or by recorded delivery.

## Monitoring and Evaluation of SEN

The Senior Leadership Team (including the SENDCo) is responsible for monitoring provision through lesson observation, book and data scrutinies.

Where issues are identified – for example, where additional training is required for staff to develop their knowledge of particular SEND or to deliver support programmes for children with SEND – then this will be organised.

The SENDCo will also monitor provision through the Review process and regular discussion with parents and children. The SENDCo may also ask parents and pupils to complete response slips or questionnaires to record their views. This is most likely at the end of an assess – plan – do- review cycle so that the impact can be evaluated.

## Training and Resources

In Darlington, SEND funding is partially delegated to primary schools, according to the LA funding formula. School is expected to meet the first £13, 000 of costs for each child. If additional funding is then required to provide support to meet a child's needs, then the SENDCo (with parental consent) will apply to the Local Authority. This may be provided through a Statutory Assessment for an EHC Plan.

The government provides an additional payment per pupil for children who are entitled to the Pupil Premium Grant. Information on eligibility and how the schools use this funding to support children can be found on the website.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff will now undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo regularly attends network meetings organised by the local authority in order to keep up to date with local and national updates in SEND. This includes termly meetings with our named SEND officer at the local authority to discuss any resources or interventions we may need to support pupil's further.



## Accessibility

### **Building Adaptations and Special Facilities:**

In accordance with the Equalities Act 2010, the school has an 'Access Plan' in place. This is reviewed every three years.

At Heighington, disabled access to the school is via three ramps - at the Foundation Stage classroom, the school entrance and onto the playground into the Key Stage 2 classrooms. The building is split-level so a lift has been installed on the stairs between Key Stage 1 and Key Stage 2.

In the upper part of the school, an accessible toilet has been installed with a changing table and shower.

A nursery toilet has been fitted in the Foundation Stage classroom, with two handrails.

A shower/changing room has been constructed in one of the Infant toilet blocks.

## Bullying

The foreword to the DCSF publication 'Safe to Learn: Embedding anti-bullying work in schools' states that 'Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported'.

Heighington CE Primary School recognises the role that *all* members of its community have in creating such an environment and a culture in which bullying in any form is not tolerated. Our 'Anti-Bullying Policy' can be found on the website [www.heighingtonceprimary.org.uk](http://www.heighingtonceprimary.org.uk).

We acknowledge that children that are identified as having additional needs/SEND may be more vulnerable. In recognition of this, children on the SEND Register are allocated a key worker (this may be their class teacher or a nominated TA), with responsibility for pastoral support.

In addition to this, our school has a designated PSHE (Personal, Social and Health Education) lead who is responsible for the planning of high quality PSHE across the phases. These sessions cover a range of topics; including building relationships, bullying and online safety, for example. The lead adult, Mrs Sophie Lockey, is also available for children to talk to about the issues covered in lessons or others that they may be facing.

The School Nurse, PSCOs and representatives from organisations such as the NSPCC regularly visit school to develop children's awareness of danger and ways to keep themselves safe.

Our school is also closely linked with our village church and the vicars make regular visits up to school to talk with children and staff. Parents are also encouraged to contact them directly.

There are also a number of 'social skills' support groups taking place in school, supporting more vulnerable children and working to enhance their interactions with others.

The 'Play Buddies' and 'Wellbeing Leaders' are also effective in supporting positive play on the yard at lunchtimes and each F/KS1 class has designated class helpers, too.



On the yard, there is a 'Friendship Bench' where children are able to sit if they feel lonely or don't have anyone to play with. Other children and, particularly, the play buddies will go to talk to anyone sitting on the 'Friendship Bench' and encourage them to join a game with them.

## Complaints Procedure

In the first instance, we would ask that you make an appointment to talk with the SENDCo and the Headteacher.

If you still feel that you are not receiving the support that you consider to be appropriate, then you can contact:

- a) SENDIASS (SEND Information, Advice and Support Service) who provide parents and carers with advice, guidance, advocacy or support in meetings.
- b) Lisa Thom, Chair of Academy Council

If we are still unable to reach a resolution, please refer to the Complaints Procedure which can be found on the website <http://www.heighingtonceprimary.org.uk> in the 'Parents' tab.

## Reviewing this policy

This policy document will be reviewed in April 2025. The SEN Information Report will be reviewed and updated on an annual basis.



## Appendices

Appendix 1 – List of External Agencies

Appendix 2 – Sample 'One Plan'/'Care Plan'

Appendix 3 – Additional information and guidance for staff  
and parents on particular SEN



## Appendix I List of External Agencies

### School Nursing Team

#### CAMHS:

Acley Centre, Newton Aycliffe or Mulberry Centre, Darlington

#### Speech and Language Therapy Dept.:

North Tees and Hartlepool NHS Foundation Trust provides Speech and Language Therapy Services

#### Occupational Therapy Services:

Children's Centre, Chester-le-Street  
Claire Stirland, Sensory Worx

#### ASD/Social and Communication Outreach Service :

Solmaz Daneshmand (based at Hurworth School)

#### LINS Team/Advisory Services:

Clare Slater - Hearing Impairment  
Jenny Hill - Visual Impairment

#### SEN Officer, Darlington Borough Council :

Heather Davidson  
(SEN Dept., Town Hall, Darlington)

#### Virtual Head for Looked-After Children:

Calvin Kipling  
(Town Hall, Darlington)

#### Mental Health Support Team

Karen Holder (Tees, Esk and Wear Valleys NHS Foundation Trust)

#### Bought-in Services:

#### Educational Psychology :

Ashleigh Holt, Darlington Educational Psychology Service



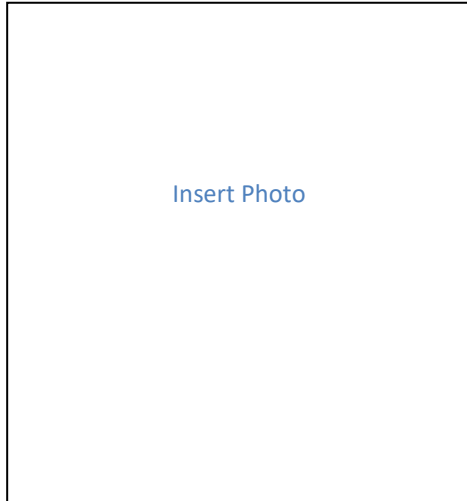
## Appendix 2

### Sample One Plan

# SEN Support - My ONE Plan

Date: *[date added when setting has issued]*

My Name is *[insert full name]*



I like to be known as *[insert]*

## SEN Support - My ONE Plan

This is a non-statutory SEN Support Plan which documents needs and the provision required to meet them. It should be used in a person centred way with the child/young person and family and should be regularly reviewed through the access, plan, do, review process

DETAILS OF CHILD/YOUNG PERSON			
<b>First Name(s)</b>		<b>Surname</b>	
<b>Home Address</b>		<b>Postcode</b>	
<b>Date of Birth</b>		<b>Gender</b>	
<b>Ethnicity</b>		<b>Religion</b>	
<b>UPN Number</b>		<b>NHS Number</b>	
<b>Broad Area of Need</b>		<b>Primary Need</b>	
<b>Current School</b>		<b>NCY</b>	

DETAILS OF PARENT(S) OR PERSON RESPONSIBLE		
<b>Name(s)</b>		
<b>Relationship</b>		
<b>Home Address</b>		
<b>Contact Number(s)</b>		
<b>Email Address</b>		

**Agreeing the Plan:** I understand that the information in this plan will be shared with relevant parties on a need to know basis. By signing this plan I accept the contents as accurate and appropriate.

	Name	Signature	Date
<b>Parent/Carer</b>			
<b>Named Person responsible for monitoring and reviewing this plan</b>			

**Part I: One Page Profile (Important information that everyone should know about me)**

**How I Communicate:**

**What people like and admire about me:**

**What am I good at?**

**What is a challenge for me?**

**What is important to me now?**

**What would I like to do in the future/my life aspirations:**

**The following things are important for me in school:**

**How were these views gathered: (the plan should be clear whether the child or young person is being quoted directly, or if the views of parents or professionals are being represented)**

## Part 2: My Special Educational Needs

- All of the child or young person's identified special educational needs must be specified.
- SEN may include needs for health and social care provision that are treated as special educational provision because they educate or train the child or young person.
- Only complete the relevant boxes.
- Please ensure every Statement includes a reference to where it has originated (e.g. EP report dated Oct 14) or Class Teacher comments

### Current Strengths

### Achievements

### Communication and Interaction Needs:

### Cognition and Learning Needs:

### Social, Emotional and Mental Health Difficulties:

### Sensory and/or Physical Needs:

## Part 3: My Health and Social Care Needs

### Health Needs

**Please specify any Health needs which relate to the child or young person's SEN**

**Please specify any other Health care needs which are not related to the child or young person's SEN (e.g. a long term condition which might need on-going management)**

**Please provide details of the last involvement from relevant Health professionals**

**Please provide details of involvement that is expected over the coming year from relevant health professionals**

### Social Care Needs

**Please specify any Social Care needs which relate to the child or young person's SEN**

**Please specify any other Social care needs which are not related to the child or young person's SEN (e.g. a child in need or a child protection plan – inclusion of this information must only be with the approval for the parents/young person)**

## Part 4: Outcomes

- Please ensure Outcomes are SMART, clearly defining a measure and a timescale.
- At least one outcome should relate to an academic targets.
- All outcomes should correspond to the provision detailed in Part 5.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

### Part 5: My Support Plan (What we have agreed to do)

Date Agreed:

What will we do?	When will we do it?	Who will do it?	How often will it be done?	How will we know if we have succeeded?	Date Completed

## Part 6

These are the people who were involved in my first Plan:

Name and contact details	Role/JD	How did they contribute?	Date Report Provided

## Part 7: Educational History, Progress and Assessments

Please update Part 7 as the child makes progress through the relevant stages.

<b>Educational Placement History</b> (previous schools/settings attended)	<b>Type of Setting</b>	<b>Start Date</b>	<b>End Date</b>

<b>EYFS - Record the child's level of development against each aspect of learning and development</b>			
<b>Areas</b>	<b>Months</b>	<b>Areas</b>	<b>Months</b>
<b>Personal Social Emotional Development</b>			
Making Relationships		Managing Feelings and Behaviour	
Self Confidence & Self Awareness			
<b>Communication and Language</b>			
Listening and Attention		Understanding Language	
Speaking			
<b>Physical Development</b>			
Moving and Handling		Health and Self-care	
<b>Literacy</b>			
Read		Write	
<b>Mathematics</b>			
Numbers		Shape, Space and Measure	
<b>Understanding the World</b>			
Technology		People and Communities	
The World			
<b>Expressive Arts &amp; Design</b>			
Exploring and using Media & Materials		Being Imaginative	

<b>Primary - National Curriculum Assessment - Please complete fully (include previous year's levels)</b>							
	Y1	Y2	Y3	Y4	Y5	Y6	Expected Progress
Speaking/Listening							
Reading							
Writing							
Numeracy							
Science							

<b>Secondary - National Curriculum Assessment - Please complete fully (include previous year's levels)</b>								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Expected Progress
English								
Maths								
Science								

<b>Further Education - Levels</b>		
	Name of Course	Expected Progress
Entry Level 1		
Entry Level 2		
Entry Level 3		
Level 1		
Level 2		
Level 3		

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## **Guidance for Reviewing SEN Support**

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The provision of support for SEN should take 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.

During the review cycle schools should:

- Consider the effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.
- Evaluate the impact and quality of the support and interventions
- Provide parents and young people with clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps along with having opportunities to share their views.

This information should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

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## Appendix A: Review Summary

Please attach a new Appendix A after each Review Meeting – please retain all previous documents.

**Person Centred Review Meeting held at (Date & Location):**

--

**How has [insert name] and his/her family participated in this Review Meeting:**

--

**Who was involved in the Review Meeting:**

--

**Please consider with the Young Person, family and professionals what's working and not working...**

- At home and in my community
- In education
- With my health and healthcare (if relevant)
- With support from Social Services (if relevant)
- In other areas of life

	What's Working	What's Not Working
From my view	•	•
From the family view	•	•
From education	•	•
From health	•	•
From social services	•	•
From others	•	•

**Please amend 'My Current Support' tabs as required to reflect the support being provided**

My Current Support	Amount I receive	Please tick the appropriate box			It would be better if...
		More than I need	About right	Not enough	
Learning support					
Short break 'hours'					
Support from health					
Support with personal care					
Family and friends					
Other services					

## My Support Plan (What we have agreed to do)

Date Agreed:

What will we do?	When will we do it?	Who will do it?	How often will it be done?	How will we know if we have succeeded?	Date Completed

## Sample Care Plan

(The example shown is for children at risk of anaphylaxis but Plans are written in response to individual symptoms/care required)

### **IN CASE OF EMERGENCY**

### **PHOTO**

**AT RISK OF ANAPHYLACTIC SHOCK – MAY OCCUR SECONDS OR MINUTES AFTER EATING OR CLOSE CONTACT WITH NUTS. Cooking with nut based products should also be avoided.**

#### **SYMPTOMS –**

- **RASH – ITCHY SKIN – RED BLOTCHES – ‘HIVES’**
- **TINGLING AROUND MOUTH / TONGUE**
- **WET SOUNDING COUGH**
- **RUNNING NOSE**
- **SWELLING OF FACE/EYES/THROAT/LIPS/NECK**
- **DIFFICULTY BREATHING/SWALLOWING**
- **SUDDEN COLLAPSE AND UNCONSCIOUSNESS**

#### **ACTION –**

- **SHOUT FOR HELP**
- **CALL AMBULANCE – 9-999 – tell them suspected anaphylactic shock**
- **ADMINISTER EPIPEN (2 kept in school)**
- **REMAIN WITH .... UNTIL MEDICAL HELP ARRIVES. BE PREPARED TO COMMENCE BASIC LIFE SUPPORT IF REQUIRED.**

## INDIVIDUAL CARE PLAN

**Pupil name :**

**D.O.B :**

**Members of staff identified to administer care :**

(Any other member of staff who has received the appropriate training)

**Medical Problem : Allergic to nuts.**

**Situations / Activities that should be avoided :**

**Medication :**

Regularly - None  
As required - Piriton syrup  
Epipen

In school -

**Piriton syrup** may be given as directed if suspect possible contact with nuts or appearance of random 'hives'(mild reaction).

Any signs of anaphylaxis then follow emergency care plan for anaphylactic shock.

**Supply / Storage of equipment :**

Parents are responsible for supplying and collecting equipment/medication in accordance with the schools' policy. Replacements need to be requested from parents immediately if used. Medication is kept in the school office.

**EMERGENCY CONTACT DETAILS :**

**Name :**

**Relationship to pupil :**

**Telephone contact :**

**Other relative :**

**Address :**

**I understand that I must deliver the medicine personally (or via another responsible adult) to an approved member of staff and accept that this is a service which the school is not obliged to undertake. The school will endeavour to deliver appropriate care relative to the resources/staff available at any time. The school will always try to contact parents as soon as possible when the need arises.**

**Date : .....**

**Signature/s : .....**

**Plan to be reviewed annually unless indicated otherwise. If staff require any further information they should speak to :**

**Miss K. Timmins (SENDCO)**

**Signature ..... Date.....**

- **This information is stored in paper format and electronically .All staff to be made aware of the contents of this plan.**

## Appendix 3

### **Additional advice on particular SEND:**

We acknowledge that children's learning needs are specific to the individual but are often symptomatic of a broader area of SEN. This section of the policy provides some additional guidance for staff and parents regarding planning provision and managing support for children that are:

- experiencing Social and Communication difficulties/ on the Autistic Spectrum
- experiencing specific literacy difficulties such as Dyslexia

### **Social and Communication Difficulties/Autistic Spectrum Disorder (ASD)**

For some children, the barriers to their learning are created by their difficulties in communicating with their peers and with adults. These children are often described as experiencing 'social and communication difficulties'. They can struggle to understand facial expressions, body language and the subtleties of spoken language and find it difficult to communicate their feelings and needs to others. 'Autism' is an example of these difficulties:

'Autism is a 'spectrum disorder', meaning that it manifests itself differently in each child' (Siegel, 2003). It is often described as a 'triad of impairments', with children experiencing difficulties with:

- social interaction
- communication
- imagination

Children on the Autistic Spectrum often experience difficulties in both verbal and non-verbal communication, and in important aspects of their play (Sheehy, 2004)

The TEACHH (Treatment and Education of Autistic Children) programme provides a bank of resources and advice on effective teaching styles to support children on the Autistic Spectrum. The SEND Coordinator has been TEACHH trained and can provide support and guidance to staff.

If a member of staff has concerns about a child regarding these difficulties, they should discuss these with the SEND Coordinator and then with the parents. A referral can then be made to Speech and Language Therapy and to the Educational Psychology Service/ CAMHS (Child and Adolescent Mental Health Service) for specialist assessment.

In most cases, children with difficulties of this nature can benefit from:

- visual prompts/timetables
- a carefully structured environment
- unambiguous instructions
- clear routines

- clear and consistent expectations
- a 'time-out' area where children can calm down/find comfort
- using 'social stories' to help them to prepare for events that may cause them to feel anxious or unsure/ to support them in developing positive relationships.

\*The SENDCo can provide support in writing 'Social Stories'.

Where children's needs cannot be met entirely within the school environment, a referral can be made to the Local Authority for support from Hurworth and Mount Pleasant's Resourced Provisions.

Parents and staff can find further information at :

[www.autism.org.uk](http://www.autism.org.uk)

### **Specific Literacy Difficulties/Dyslexia**

Children's literacy skills develop at different rates and their needs can generally be met through curriculum organisation and careful differentiation. However, there are some children who experience significant difficulties with literacy development and so require further intervention and support.

In the first instance, staff can introduce 'dyslexia friendly' strategies within their daily classroom practice.

(Taken from the guidance on the British Dyslexia Association website)

### **Useful ground rules for teaching dyslexic children**

You may find the following useful:

- Make expectations high for their intellectual stimulation but reasonable for their written response.
- Be prepared to explain things many times, in a variety of ways, individually.
- If you have to mark a piece of work in a child's absence, use two colours – one for content and another for spelling and presentation. Correct only spellings they have been taught specifically.
- While you are looking at a child's work, try to understand the reasons for their mistakes and give them the chance to explain their difficulties to you. This will help you to know what they need to be taught or need to practise.
- Watch out for signs of tiredness and fatigue – dyslexic children have to work much harder than other pupils which is exhausting.
- Be slow, quiet and deliberate in your instruction giving, allowing time for the meaning of the words to 'sink in'. Ensure they understand, by getting them to explain it back to you.

Where children require further support, Mrs Stonier can administer the 'Early Screening Test'.

The 'Screening Test' is a diagnostic assessment that can highlight particular areas of difficulty so that these may be targeted for intervention. It can also identify where children are at a significant risk of showing signs of 'dyslexia'. Where this is the case, the SEND Coordinator may refer to the Local Authority Advisory Service for further assessment and advice.

Written permission will be required from parents for children to undertake the 'Screening Test' and for the SEND Coordinator to request further support from the Advisory Service.

Parents and staff can access resources, guidance and support at the 'British Dyslexia Association' website :

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)