SEN and Disability Policy

The SEND policy should be read in consultation with the Accessibility Plan, Annual SEND Report and the SEND Information Report. Together these documents include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities.

(Children and Families Act 2014, Part 3)

Other related policies include:

- Admissions Policy
- Accessibility Plan
- Anti-bullying Policy
- Looked after Children
- Medicines in School
- Safeguarding
- Teaching and Learning
- Transition Policy
- ONE Trust SEND Policy

Mrs L. Howse is the SENCO and has been in post for 18 years.
The SENC0 is part of the Senior Leadership Team (SLT) in school.
The SENC0 has achieved the **National Award for Special Educational Needs Coordination (NASC)**

If you wish to contact the SENC0 to discuss any concerns regarding your child, please telephone the school office on 0191 267 4533.

The link governor for SEN is Karen Tait
The link governor for SEN liaises with the SEN Coordinator on a termly basis. The SEN Coordinator provides the link governor with reports as necessary and an annual report is shared with governors each autumn term.

This policy has been shared with staff and stakeholders.

Rationale:
At Newburn Manor Primary School every child is equal, valued and unique. We will nurture each child through their individual learning journey, to develop tolerance, resilience and a thirst for knowledge which will prepare them for the wider world. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. Newburn Manor Primary is committed to providing an appropriate and high-quality education to everyone within its community. We seek to raise achievement, remove barriers to learning and ensure inclusion for all children, supporting them to become confident individuals. We are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Leaders and staff are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND).
(Ofsted, November 2022)

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable all pupils, including pupils with SEND to achieve their full potential
- To recognise that it is the responsibility of all teachers to identify and meet the individual needs of pupils with SEN
- To ensure parents /carers are fully engaged in decision making and to draw upon their knowledge and expertise of their child in order to meet individual needs
- To take into account the views, wishes and feelings of pupils and to value all pupils in our school equally
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014 (updated 2024), The Special Educational Needs and Disability Regulations 2015 (updated 2024), Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2015 (updated 2026), Supporting pupils at school with medical conditions 2014 (updated 2017), Working Together to Safeguard Children 2015 (updated 2025)

Admission arrangements:
The Admissions policy has been formally adopted by the Governing Body of Newburn Manor Primary School. In this school the Governing Body is the Admissions Authority and is responsible for determining the school's admissions policy. If there are enough places at the school, then every applicant will be offered a place. If more applications are received than the number of places available, oversubscription criteria will be used to decide which children will be allocated places. Children who have an Education, Health and Care Plan (EHCP) which names the school will be admitted to the school.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND.

Please see link below to our policies page, where our admissions policy can be found

- Policies EDIT LINK

Roles and Responsibilities:

- The designated teacher for child protection is **Mr S. Pickup**
- The designated members of staff responsible for managing pupil premium are **Mr S. Pickup** and **Mrs C. Gill**
- **Mrs L. Howse** is the Senior Mental Health Lead in school

Children in Care (CiC)
The designated member of staff for children in care is **Mrs L. Howse**

The SENCo ensures that arrangements are in place for supporting pupils that are looked after and also have SEN. SEN reviews and PEP meetings are coordinated and where possible meetings are held on the same day.

The Governing Body:

The Governing Body has responsibilities to;

- Assign a SEND Governor with specific responsibilities to oversee the school's arrangements for SEN and disabilities
- Monitor the key responsibilities of the SENCO
- Ensure that all pupils with special educational needs are involved in the full life of the school as much as possible, taking into account individual need and the needs of the school population as a whole
- Ensure that the necessary provision is made for all pupils with special educational needs
- Monitor the collaboration between parents/carers and the school in decision making for pupils with SEN

The Head Teacher

The Head Teacher, Mr S. Pickup, has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Head Teacher keeps the governing body fully informed and works closely with the school's SEN Coordinator, Mrs L. Howse.

The Special Educational Needs Coordinator (SENCO) is responsible for:

- Overseeing the day-to-day operation of the policy coordinating provision for pupils with SEN coordinating planning, provision and assessment for pupils who are looked after and have SEN as the Designated Teacher for Looked After Children
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

The Senior Mental Health Lead is responsible for:

- Promoting wellbeing, building resilience and good mental health across the school
- Developing a whole school approach to support mental health and wellbeing in collaboration with the PSHE lead in school
- Build on the existing school culture where mental health can be talked about openly
- Disseminating knowledge and training which will, in turn, help staff to best support their pupils

- In collaboration with the school PSHE lead, weave health and wellbeing topics across the curriculum
- Supporting staff to recognise signs and symptoms of mental health needs in pupils and what to do if they have concerns around a child
- Support staff mental health and wellbeing, ensuring that they are given the right emotional and practical support so that they can, in turn, support their pupils
- Liaising closely with parents and carers of pupils showing signs of mental health needs to ensure that support is put into place as soon as possible to help the child and/or family
- Further develop strategies for supporting at-risk pupils and families
- Signposting relevant local and national help and support to children and parents in need where available
- Researching local and national initiatives which could be employed to further support and promote good mental health and wellbeing
- Assessing how best to support all children and staff to promote healthy wellbeing and resilience

The class teacher is responsible for:

- Setting high expectations which inspire, motivate and challenge pupils
- Promoting good progress and outcomes for pupils
- Planning and teaching lessons in which teaching responds to the strengths and needs of pupils with SEN
- Working closely with support staff in the planning and monitoring of interventions
- Making accurate and productive use of assessment to inform the four-part cycle- Assess, Plan, Do and Review
- Managing behaviour effectively to ensure a good and safe learning environment
- Fulfilling wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice
- Communicating effectively with parents with regard to pupils' achievements and pupils' well-being
- review SEND Support Plans (SSPs) in a timely manner, including setting new targets
- Use the Universally Available Provision (UAP) guidance for supporting pupils with SEND
- Use the Newcastle Assessment Tool (SCART) to assess pupils working well below Age Related Expectations (ARE)

The Support Staff:

Teaching assistants work with individuals and groups of pupils in classes at SEN Support level of provision. They work under the direction of the class teacher to support where needed. Support may take place both in class and through withdrawal for targeted interventions/programs. Teaching assistants are supported collaboratively by the SENCO and the class teachers.

The SENTA, Mrs S. Longstaff, supports individuals and groups of pupils at SEN support level of provision and any pupil who has an Education Health and Care Plan. Pupils with an EHCP are supported both in class and through withdrawal for bespoke, individualised interventions. The SENTA works closely with the SEN Coordinator to ensure that the needs of all SEN pupils are met to the best of school's ability.

Access to Facilities and Provision:

Please refer to school's accessibility plan which outlines how we:

• Increase the extent to which disabled pupils can participate in the curriculum

• Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and
• Improve the availability of accessible information to disabled pupils and families

Allocation of Resources:
The Governors, Head Teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Access to the Curriculum:
All pupils have access to a broad and balanced curriculum. The children at Newburn Manor Primary receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. Teachers are responsible and accountable for the progress and development of the pupils. In order to maximise learning, some pupils are withdrawn, individually and in small groups to take part in targeted, time limited interventions planned to meet particular needs.

The curriculum is broad and ambitious. It meets the needs of all pupils, including pupils with SEND.
(Ofsted, November 2022)

Our SEN Information Report and Annual SEN Report provide a clear description of the details of what is available for all children with SEN through Quality First Teaching and what is additional and different provision.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. Pupils are offered the same opportunities to become student council members, Family Captain and Family Vice Captain and to represent the school in the wider community e.g. in sporting activities within the ONE Trust of schools, taking part in the school choir or representing the school in community activities. Pupils are also given the same opportunity to take part in a variety of after school clubs that are offered termly.

(See Teaching and Learning policy)

Identification, Assessment, Planning and Review Arrangements:
Newburn Manor follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils. (Teachers' Standards 2012)
School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines support for all pupils across the school, including support for pupils at SEN support and it is updated each half term.

There are 4 broad areas of need:
- Communication and interaction

- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The following are **not** SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel
- Behaviour (any concerns relating to a child's behaviour may be due to an underlying response to a particular need which should be investigated).

SEN support – four-part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

Assess:
The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment. If it is thought that a pupil may have SEN, concerns will be raised by the class teacher. The class teacher will be asked to complete an 'Initial Checklist' and hand this to the SENCO. This form will be shared with parents and carers during a face-to-face discussion when deciding on a course of action for a pupil.

Plan:
Parents will be formally notified of their child's targets and provision through their Support Plan on a termly basis or more frequently if deemed appropriate. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil (where appropriate). This will be recorded on their SEND Support Plan (SSP) and will be held securely on the school information system. Where a pupil may be new to the SEN register, their targets and My Support Plan will be carefully explained and agreed with staff and parents and carers. The Newcastle Universally Available Provision document is used to support planning.

Do:
The delivery and assessment of the impact of targeted interventions recorded on each My Support Plan continues to be the responsibility of the class teacher. The class teacher will remain responsible for working with the pupil on a daily basis and retain accountability for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above. Relevant strategies and resources identified in the Newcastle Universally Available Provision will be implemented.

Review:
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on an agreed date. The SEND Support Plan (SSP) will be reviewed with parents or carers at least three times per year. The class teacher, working with the SENCO,

will revise the support in light of the pupil's progress and outcomes will be recorded. Adjustments and next steps will be decided accordingly and the knowledge and expertise of the parents or carers will be drawn upon to support the target-setting and review process. Pupils take part in the review process according to their age and abilities. The reviews can take place at Parent consultation sessions, SEN review meetings, multi-agency meetings or during telephone consultations where the parent or carer is unable to attend a face-to-face meeting. If a pupil does not make expected progress over a sustained period of time, school will seek specialist expertise. This will inform future provision.

As part of the four-part cycle, school liaises with the following services –

- Educational Psychology Service (bought in through a traded service)
- Children and Young Peoples Service (CYPS- centrally funded)
- School Health (centrally funded)
- School Effectiveness SEN team (centrally funded, with an element bought in through a traded service)
- Counselling Services
- SEMH Team
- RISE Team
- SEND ASAP panel
- SEND Outreach Service
- Speech and Language Service
- Social Services
- Looked After Children Team (LAC).

Additional Individual Pupil Support (IPS) Funding
Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Education, Health and Care Plans
Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for pupils with SEN can be found in the Parent/Carers SEN Information Report
https://www.newburnmanorprimary.co.uk/parentcarers-sen-information-report-2026-2027/ EDIT LINK

SEN Information Report:
This guide, and the Annual SEN Report, can be found on the school website. These outline the provision normally available for pupils with SEN as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Annual SEN Report:
The Annual SEN Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

Further details on the impact of provision for pupils with SEN can be found in the Annual SEN Report

https://www.newburnmanorprimary.co.uk/annual-sen-report-2026/ EDIT LINK

Transition Arrangements:
At Newburn Manor, transition is carefully planned to ensure smooth movement both within school and from school to school. Parents/carers are fully involved in the planning for the transfer to new settings and the SEN Team liaise with schools that pupils are transferring to or transferring from before the pupil leaves/arrives. Key information about SEN provision is shared with the next school through the review process.

In the case of pupils transferring to secondary school, the SENCO arranges final SEN reviews with parents /carers and a member of the SEN team at the receiving school. Additional transition for the more vulnerable pupils is arranged with the secondary school where deemed appropriate. For transitions within a Key Stage, the SENCO contacts the receiving school or the pupil's previous school to coordinate the transition.

Pupil Participation:
The views of all pupils are valued. Pupils with SEN are supported to be involved wherever possible in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed with the SENTA on a termly basis. Pupils in upper key stage 2 are invited to attend their termly review meeting where deemed appropriate. On occasions, parents or carers may feel that it is not appropriate for their child to attend the review. This view is carefully considered and the pupil's voice is always sought or shared through the adults that know them best

Partnership with Parents/Carers:
Newburn Manor has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS).** This service provides information, advice and support at any stage of a child or young person's education and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The views of parents and carers are of the upmost importance to us. We value the opinions of parents and carers and continuously strive to find ways in which we can improve our practice through their support.

Parents speak highly of the school. They describe the school as being a place where their children can thrive and flourish.
(Ofsted, November 2022)

Family Support:
Mrs S. Longstaff is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating training. A Family Help Plan

is used to coordinate support for children and their families who have a range of needs across the school.

Monitoring and Evaluating the Success of Provision:
A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils.
- Questionnaire for parents of pupils with SEN, pupil views of additional and different provision they receive.
- Regular meetings between SENCO, SENTA, Head Teacher and Key Stage Leads
- Provision Mapping – used as a basis for monitoring the impact of interventions.

For further details, please see our SEN Information Report and our Annual SEN Report by following the links below

https://www.newburnmanorprimary.co.uk/parentcarers-sen-information-report-2025-2026/
https://www.newburnmanorprimary.co.uk/annual-sen-report-2025/ EDIT LINK

Staff Development:
The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Where appropriate, specialists are used to deliver the training. Early Career Teachers (ECT) are offered support and in school training by the SENCO.

As part of 'The Outer West Learning Trust', staff meet regularly with colleagues in neighbouring schools to share good practice and to offer support where strengths are identified. The SENCOs in the ONE Trust liaise regularly to work in partnership on SEND across our schools.

Newburn Manor Primary School is part of the ONE Trust.
Visit the ONE Trust website for further details:
https://www.onetrustacademies.org.uk/

See Annual SEN Report for further details:
https://www.newburnmanorprimary.co.uk/annual-sen-report-2026/_EDIT

Medical Conditions:
A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the

school nurse or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

Newburn Manor will follow the recommendations of the Supporting pupils at school with medical conditions (2017) with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Please see our Managing Medicines in School guide for further information.

The member of staff responsible for managing medicines in school is; Mrs J Hogarth

Please see First Aid Policy for staff who are fully First Aid trained in school ADD LINK

Please see our Who's Who EDIT LINK page to view staff photographs.

The Complaints Procedure:
Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher will liaise with the parents/carers to try to resolve matters, then if required the SENCO and /or head teacher will become involved. Parents/carers will be invited to meet with Mr Pickup and/or Mrs Howse to discuss matters further.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

Please see our Complaints Policy for further information.

Related policies:
Admissions
Accessibility Plan
Annual SEN Report
Early Years Policy
Medicines In School
ONE Trust Safeguarding and Child Protection Policy
ONE Trust SEND Policy
SEN Information Report
Positive Behaviour Policy

Reviewed by: Mrs L. Howse, October 2026
Ratified by Governors date: November 2026
Date for review: October 2027

