



SEND POLICY

Policy review: September 2026

Next Review: September 2027

Introduction

At Fens Primary School, all pupils, regardless of their particular needs, are offered inclusive teaching, which will enable them to make the best possible progress in school and ensure that they feel that they are valued members of the wider school community. We offer a range of provision to support children with communication, interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs. We have high expectations of all of our children and we believe that it is the entitlement of all of our children to achieve their full potential.

A new Special Educational Needs and Disability Code of Practice 0-25 was introduced through legislation in 2015. This new Code of Practice supports the changes to The Children and Families Bill which aims to put each young person and their family at the centre of discussions about the SEND support offered. We also have due regard for our duties under the 2010 Equality Act and this SEND policy reflects our duties to promote equality of opportunity.

Definition of SEND

According to the Code of Practice, a child has Special Educational Needs/Disability (SEND) if they have a learning difficulty or disability which calls for special education provision to be made for them due to:

- A significantly greater difficulty in learning than the majority of others of the same age.
- 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.

The definition of disability in the Equality Act states that children with a physical or mental impairment is that which has a 'substantial' and 'long term' (more than 12 months) negative effect on their ability to do normal daily activities, and this includes children with asthma, diabetes, epilepsy and cancer. Schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

There are four broad areas of need defined by the new code:

- Cognition and Learning Needs (including SPLD)
- Communication and Interaction Needs
- Social, Emotional and Mental Health Needs
- Sensory and Physical Needs

For a broader definition of each area please see HBC SEN Guidance. This document is also known as the Hartlepool Range Document.

Many children and young people who a SEND need may have a disability under the Equality Act 2010- that is '....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...' The definition defines long term as a year or

more and substantial is defined as more than minor or trivial. The 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 but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will be covered by the SEN definition. Key Principles in relation to the Children and Families Act, 2014 and The Code of Practice, 2015.

Our Role and Responsibilities

When children are assessed and identified with SEND, we will ensure that their needs are met through Quality First Teaching and Inclusive Mainstream Practice (as defined by Hartlepool Local Authority 2024) and that additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND will be taught and managed sensitively with a view to promoting their inclusion in all school activities, as far as it can be reasonably arranged, and also to promote their independence.

Inclusion at Fens Primary School

- The provision for children with SEND is the responsibility of the whole school and we ensure that all staff embrace this responsibility.
- Class teachers are responsible for every pupil in their class through adaptations to the curriculum and quality first teaching. Teachers are also responsible for the assessment and progress of all pupils, including those pupils who are supported by specialist staff.
- We recognise the need to work in partnership with parents and value the collaboration process which contributes to the success of all pupils.
- Where it is appropriate, according to age and aptitude, children will be consulted about their views on their SEND provision and their views will always be valued.
- We recognise the individuality of each pupil and strive to help them to achieve their full potential regardless of race, culture, religion, need or ability.
- All children have the ability to learn and progress. We endeavour to provide an environment where all children are able to reach their potential and their achievements are celebrated.
- We provide a challenging curriculum, which is relevant and adapted as required.
- If additional specialist services and support is required beyond that which the school is able to offer internally, we will contact the appropriate external agencies and work with them and parents to promote the well-being and educational development of the child.

The Co-ordination of SEND within Fens Primary School

Mrs. C. Atkinson is the SEND coordinator for the whole of the school, in line with legislation, and she has undertaken and gained the National Award in Special Educational Needs Co-ordination. For further information about the role of the SEND coordinator please see appendix 1.

Mr K. Kitching is the identified governor with responsibility for SEND.

Mrs S Pugh is the Family Support Officer, and she may also be able to help with some SEND questions.

The governing body is responsible for:

- Ensuring that the SEND policy is implemented fairly and consistently across the school.
- Ensuring that the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SEND Co for the school.

The Senior Leadership Team (SLT) is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching learning experience for all of the pupils within the school, including pupils with SEND.

Storing and Managing Information

Documentation linked to children with SEND is securely stored with access only to the school SENDCO, teachers and other relevant staff. Documents are handed to the new setting during transition and copied are held within school for a period of time. Any documentation no longer required is shredded. On some occasions we need to share information with outside agencies, we may need to have additional written consent to do this.

Dealing with complaints

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made, this needs to be in accordance with our school's complaints policy. Parents, carers wishing to make a more formal complaint can seek advice from SENDiass [Home – Hartlepool Sendiass](#).

Identification of SEND

If parents have any concerns about their child they should contact their child's class teacher in the first instance. Alternatively, they may make an appointment to meet with Mrs. Atkinson, the SEND coordinator, or Mr. Connor, the Head Teacher.

Some children arrive at Fens with an identified special educational need or disability, in which case the SEND Co will liaise with the previous school, nursery, agencies or specialist unit to ensure smooth transition and continuity of provision.

If, during their time at Fens, teachers have concerns about a pupil's progress or attainment, parents will be contacted to discuss these concerns so that they can share these views. There will be a period of monitoring and review following this, and if staff still have concerns, in consultation with relevant professionals and the child's parents, a child may be identified as having a special educational need and they will be put on the SEND register.

Many children stay on the register for only a short amount of time, receiving time-limited and targeted interventions until they have made sufficient progress to work at age related expectations.

Some children have longer term needs and the SEND register then provides a coherent review of interventions used and the impact on the child's progress and learning.

'SEND' Provision

Once a child is placed on the SEND register, discussions are held around the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and parents are central to this discussion. Parents are invited to discuss their child's progress on a termly basis; this will take place at the termly parents' night with the class teacher, however the class teacher and SEND co will be available for other appointments if this is desired by the parents.

Fens has a graduated response to interventions and targeted support.

1. Quality first teaching for all, including adaptations made to the curriculum.
2. Children receive additional, time limited and targeted interventions. These interventions may involve group work or one-to-one support. This will be closely monitored for impact on attainment.
3. The SEND Co and class teacher will work with specialists to select effective teaching approaches and/or more specialist interventions in order to support the child's progress. A Coordinated Support Plan (CSP) may be written to demonstrating the wholistic approach that is put in place to support the child. The CSP will include views of parents, school and supporting agencies; outlining the strategies to be used and evaluating the impact of these on the child.

Education, Health and Care Plans

Statements of Educational Need have been replaced by Education, Health and Care Plans (EHCPs). The Department for Education have introduced Personal Budgets to accompany these plans, which give parents more control over the support their children receive.

If a child's progress is of significant concern, the school, after consultation with parents and other professionals, will consider a needs assessment from the Local Authority (LA). Parents can also request a needs assessment to be carried out, [Single Co-ordinated Assessment - Education, Health and Care Plans | Single Co-ordinated Assessment - Education, Health and Care Plans | Hartlepool Borough Council](#) . This can be supported by SENDiass. [Home – Hartlepool Sendiass](#)

If the LA agrees to conduct a needs assessment, it will include the parents in the assessment from the start and make them aware of the opportunities to offer views and information.

A needs assessment does not always lead to an EHCP, but the information gathered during the needs assessment may indicate ways in which the school can further meet the needs of the child without an EHC Plan.

When the LA does issue an EHCP, it will notify the child's parents and give the reasons of the final decisions and the final plan will be issued. The purpose of the plan is to ensure that SEN provision

meets the needs of the child and secures the best possible outcomes for them across education, health and social care.

Home School Partnership

- Parents' views are always welcomed and respected. At all stages of the SEND procedure the parents' concerns and views are taken into account.
- The parents of all children are offered termly consultations with the class teacher and an annual report at the end of the academic year.
- In addition, parents are welcome to make an appointment to meet with Mrs Atkinson (SEND Co) or Mrs S Pugh (Family Support Officer) to discuss any concerns or progress made.

Pupil Views

- The views of the children matter to us.
- Children on the SEND register are aware of their targets and are asked about their views on their own strengths and weaknesses, plus the support they would like to receive.
- Children who are on an EHCP are asked more formally about their opinions and their learning.

Staff Development

The school is committed to providing professional development to ensure that members of staff are up to date with changes in SEND provision. We monitor, review and develop all of our staff through internal provision and external agencies where this is appropriate.

Conclusion

It is our intention at Fens to provide appropriately and fully for all of the children with an identified SEND and thus support their progress towards achieving their full potential.

Monitoring and Reviewing

The policy will be reviewed annually by the SEND Leader in consultation with the Headteacher, the Governors (including SEND link Governor) and the Chair of Governors.

It will be updated, modified or amended as necessary.

Signed:..... Date:..... (SEND Lead)

Signed:..... Date:..... (Headteacher)

Signed:..... Date:..... (Chair of Governors)